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ABSTRACT

This 1993 program report profiles the Bernard van Leer Foundation, a private institution based in The Netherlands that concentrates its resources on support for early childhood development. The first two sections provide a general description of the Bernard van Leer Foundation and its work. The third and fourth sections are the foundation's annual report and financial report for 1992. The fifth and largest section of the program report consists of descriptions of 127 projects in 45 countries that are financed and supported by the foundation. The projects profiled are those active at the end of April 1993 which also have a duration of 1 to 5 years. Each project is described in terms of (1) the sponsoring institution; (2) the project title; (3) the duration of the project activities supported by the foundation; and (4) an outline of the setting in which the project operates and the project's activities. In cases in which a current phase of a project was preceded by earlier phases of Foundation support, these earlier phases are referred to in the text. Concluding the report are a list of 47 publications and videos in English, Spanish, and Portuguese produced by the foundation and a list of the Foundation's trustees and personnel. (MDM)

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Bernard van Leer Foundation

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1993

Current Programme

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About this publication

The first section of this publication is a general description of the Foundation and how it carries out its work. The second section is an annual report for the calendar year 1992 while the third section is a financial report for 1992.

However, the bulk of Current Programme 1993 is taken up with descriptions of major projects being supported by the Foundation. The projects listed are those with a duration of between one and five years, and which were operationally active at the end of April 1993. The descriptions cover 127 projects in 45 countries. Each one is described in terms of:

- the sponsoring institution, that is, the institution which is offically responsible for carrying out the activities for which the Foundation has made a grant;
- the title of the project;
- the duration of project activities supported by the Foundation; and
- a description of the setting in which the project operates and of its activities.

Please note: where a current phase of a project was preceded by earlier phases of Foundation support these are referred to in the text.

Following the project decriptions comes a list of the publications and videos produced by the Foundation; and the publication concludes with the names of the members of the Board of Trustees and of the staff.

About the Bernard van Leer Foundation

The Bernard van Leer Foundation is a private institution based in The Netherlands. It was created in 1949 for broad humanitarian purposes and now concentrates its resources on support for early childhood development.

The Foundation takes its name from Bernard van Leer, a Dutch industrialist who died in 1958 and gave the entire share capital of his worldwide enterprise for humanitarian purposes. The Foundation's income is derived from this enterprise – Royal Packaging Industries Van Leer – which is established in over 30 countries and whose core business is the manufacture of packaging products.

What are the Foundation's objectives ?

The central objective of the Bernard van Leer Foundation is to improve opportunities for young children who live in disadvantaged circumstances. The Foundation uses two main strategies to accomplish this objective:

- it supports the development of innovative field-based approaches in the area of early childhood development; and
- it shares relevant experience with as wide an audience as possible in order to influence policy and practice.

This means that the Foundation supports projects in the field and also advocates for policies and practices that will create improved conditions for children. With experience gained from supporting hundreds of projects in over 50 countries around the world, the Foundation's philosophy and activities are embedded in the realities of life.

The Foundation believes that in order to improve opportunities for young children it is necessary to work with the people who surround them and who can have an influence on their lives. This includes parents, siblings, other family members, communities, organisations that provide services, local and national governments and international institutions.

Project partners

The Foundation does not run any field-based projects itself. Instead, it offers support to organisations in the different countries. These organisations include government departments, local municipalities, academic institutions and non-governmental organisations. These local partners are responsible for all aspects of a project – development, management, training, implementation, evaluation. They also contribute a proportion of the costs in terms of both money and services.

Project focus

The projects focus on those children from birth to eight years of age who are least able to benefit from educational and developmental opportunities because of social and other forms of disadvantage. These include the children of ethnic and cultural minorities, children living in urban slums, shanty towns and remote rural areas, and children of teenage parents.

A key objective in initiating and implementing projects is that their work will have lasting effects. This could mean that the project itself becomes self-sustaining, or that the lessons learned stimulate and inform other work. In some cases projects might start out as experiments. If all goes well, then experiences gained can be shared. This does not mean setting up more projects to do the same thing, but contributing to reflection, planning, practice and evaluation regionally, nationally and internationally.

Some projects cover a small geographical area, others are province or state-wide while yet others are national in focus.

How the projects work

All projects supported by the Foundation have, at their core, the development of young children. Some projects are centre-based which means that they are working in and through pre-schools, nurseries or primary schools. Other projects are home-based and work with families in their own homes and other care givers in the community in order to create understanding and awareness of children's developmental needs. Many projects combine both these approaches and much of the work is carried out by women from the same community who have been trained by the project.

Work with parents and community members might include the importance of play, making toys and equipment from scrap materials and from the natural environment, information and advice on nutrition and health, and other needs of the children. The involvement of parents and other adults helps to build up their own skills and self-confidence. This, in turn, can lead to other improvements in the social and physical environment and in the self-assurance of the community as a whole.

Projects supported by the Foundation base their work on a number of common principles.

- A holistic approach to children's development: this means looking at all aspects of a child's life.
- Emphasising the special role that parents have as the child's first educators: this means that parents do not only learn about what it means to be a parent, they learn that they matter, and they learn that they can change their lives and those of their children.
- Improving the children's environments: this means a community-based approach, working with the adults who care for the children to enable them all to achieve a better life. It builds on the principle that educating children means educating adults.
- Embedding projects firmly in local communities: because in this way people are motivated to tackle their own problems and show that they can produce effective solutions. Solutions that are rooted in the local community, make use of local resources, come under their own control, are affordable, and can be sustained.

Foundation support

Foundation support consists of more than just money for projects and includes a range of technical and other support both from the office in The Netherlands and from the field itself:

- development and support of projects in the field, including training and evaluation;
- dissemination of project outcomes;
- publications and other media;
- access to a documentation centre;
- seminars, conferences and workshops, bringing together practitioners, donors, decision makers and academics;
- networking.

Much of the support which comes from the Foundation is based on what is learned from the field. And much of what is learned in the field comes from similar projects, some also supported by the Foundation, some not.

Projects are encouraged to exchange experiences and information through the process of networking. This takes many forms and happens at different levels. Projects work with other organisations at local, regional and national levels in order to enhance the effectiveness of their activities and also to ensure the spread of ideas and methodologies.

The Foundation also cooperates with other organisations involved in early childhood development and related fields at national and international levels.

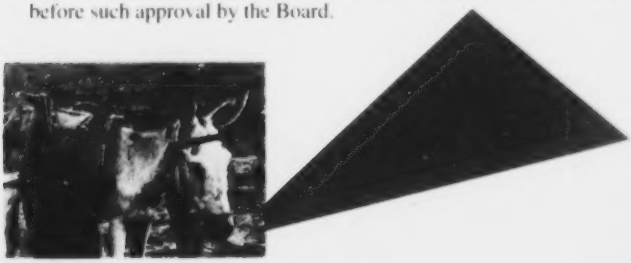
The Foundation has just one office in The Netherlands where a staff of 50 people are based. There are no other Foundation offices, nor are any Foundation employees based in the field.

Geographical span

In accordance with its statutes, the Foundation gives preference in project support to countries in which Royal Packaging Industries Van Leer is established. 127 projects are being supported by the Foundation in 45 countries around the world. These include industrialised as well as developing countries.

Applications for support

- The vast majority of projects supported by the Foundation have arisen following a process of discussion and negotiation between the Foundation and the partner organisation. Any organisation seeking support is thus advised to submit an outline of the aims and objectives of a project before preparing a detailed proposal.
- The Foundation gives preference to the support of projects in countries in which Royal Packaging Industries Van Leer is established.
- The only projects that can be considered for support are those in the area of early childhood development, that involve communities living in disadvantaged circumstances, and that include elements of innovatory practice.
- Grants are not given to individuals or for general support to organisations.
- The Foundation does not provide study, research or travel grants.
- Decisions concerning the funding of major projects are taken by the Board of Trustees of the Foundation. No commitments can be given before such approval by the Board.



Introduction

In 1992, the recession deepened in many countries. Tougher economic times have hit children hardest and first. In many parts of the world, we see worrying signs that undernutrition is beginning to increase, that some childhood illnesses that had been declining are now on the rise, that more children are finding their way into the informal and even formal employment market at increasingly earlier ages to bring in some extra money for their families.

Around the globe, children and their families are uprooting their homes and migrating in search of jobs, in search of refuge from war or political unrest, in search of food in the face of famine, drought, or other natural disasters.

The need for the kind of work which the Foundation supports is growing sharply day by day. The promotion of developmental, social and educational opportunities for young children is perhaps even more of a priority now. The signs are that this will continue to be the case throughout the 1990s.

However, simply having more programmes or more resources devoted to the needs of children is not enough. The quality of efforts to improve opportunities for children is a prime concern. During 1992, the Foundation has concentrated on strengthening its ability to provide a high quality response to these pressing needs.

Ways to implement the Foundation's two main strategies – support for innovative field-based projects, and drawing on experience to influence policy and practice – have been further developed over the year. First, our programme of project support has been given greater coherence, helping it to have greater impact. Second, the ways in which we present the needs of young children to opinion makers, policy makers, practitioners and academics have been enhanced.

Underpinning all of this is a better analysis of both practice and theory in the field of early childhood development. This is helping to develop the conceptual framework that will enable us to further refine our efforts in the future.

Projects to programmes

Those efforts, however, need to be put into perspective. The Foundation's resources are limited. In global terms, the projects we support can have only a limited effect. We have an obligation to ensure that we use our resources in ways which will have the maximum impact.

One of the measures being taken is a clearer analysis of both country and regional needs. Detailed country situation reports form the basis for identifying programme strategies, thus making project identification a more effective process. Building from such country programmes, it has been possible to look at the pattern of needs and resources within geographical regions and to develop clearer regional programmes.

Eligibility

This more selective approach is carried through to the choice of countries in which we work. The Foundation continues to give preference to the support of projects in those countries in which the Van Leer Group of Companies is established. However, that does not mean that the Foundation has to work in all of those countries. Our objective is to maintain a focus on some countries where the needs are greater. For this reason, we decided not to look for project possibilities in Denmark, but have started some initiatives in India and Turkey – all three being countries to which the Van Leer Group has recently expanded its operations.

Important themes

Selectivity also features in deciding which aspects of early childhood development (ECD) we should emphasise. Although we take a holistic view of children's developmental needs, the whole field of ECD is vast and complex and it is impossible for us to cover all of it in depth. Focusing on key themes provides us with good entry points. This enables the projects we support to achieve wider objectives.

Teenage parents

There is no doubt that young parents – especially mothers – have particular needs in coping with their new responsibilities. Helping them to do so can have a direct positive impact on the lives of babies and young children. The Foundation is now supporting projects that focus on teenage parents in Chile, Jamaica, New Zealand and the USA. Many of the projects also try to reduce the numbers of teenage pregnancies, often by encouraging teenage mothers to participate in peer education programmes for other teenagers.

Indigenous populations

Many indigenous populations have been excluded from fully participating in the affairs of the countries in which they once had free rein. Until recently their only possibility appeared to be assimilation. But now there is much more interest in reasserting the importance of their cultures and life styles, and in looking for ways in which these can co-exist and develop along with the country's dominant culture in an atmosphere of mutual respect. This can fundamentally alter the environment of indigenous children and greatly increase their opportunities for developing healthily and happily. Foundation-supported projects which work towards this are underway in Argentina, Australia, Botswana, Namibia and New Zealand.

The urban poor

Many of the world's biggest cities have large – and increasing – numbers of poor people. Municipalities often lack the resources to provide them with essential services and facilities. Once again, the youngest children suffer most: their development is constrained. While no project can solve all of the problems, it is possible to find ways of greatly improving facilities for young children and so improve their prospects. One example of this is the provision of stimulating day care, run by para-professionals. This may be something which stands alone, or – more interestingly – it may form part of broader efforts to improve many other aspects of life in the community. Examples of Foundation-supported work with this approach can be found in Colombia, Kenya and Mexico.

Rural and migrant families

Meeting the needs of the children of migrant families is a recurring theme. However, circumstances vary considerably: some have moved from rural to urban areas; others may have moved from a less developed country to one in which there are better prospects for work and for life. Although much of the Foundation's work with the urban poor deals with this problem and considerable work has been supported among immigrant families in countries such as Belgium, France, Germany and The Netherlands, in both circumstances a better way forward may be to find sustainable ways of meeting people's needs in their places of origin. In Turkey, for example, we are now exploring the possibility of supporting ECD work within a broad development programme. Such an approach could have the effect of reducing pressures on families to migrate. Given increasing resistance to immigration in Europe, such work may become vital in the near future.

In other countries, many rural communities are now participating in broad-based development programmes, often with the cooperation of non-governmental organisations (NGOs) and local and national governments. Within such programmes, the Foundation is supporting projects focused on the needs of young children. Examples can be found in Brazil, Malaysia and Portugal.

Children and conflict

Conflict is another reason for migration. Young children are very vulnerable to conflict and have no resources to deal with it. Because their developmental environment disappears, they are at the very least seriously disadvantaged by conflict, often they are seriously damaged. And conflict is spreading and increasing. The Foundation is therefore supporting projects which try to establish a more normal environment in which the development of young children can be properly nurtured. Examples of this are in Mexico, where work is going on with refugees from Guatemala, and in Zimbabwe with refugee families from Mozambique.

Strategies

To complement the themes, we are also using a number of strategies which, we believe, help to ensure that the work that the Foundation supports has more impact.

Networking

Networking is one such strategy. It is a deceptively simple, yet powerful approach. It allows practitioners and project planners to exchange experiences and learn from one another. In Scotland and India, projects which specialise in networking are funded, while in many projects networking is an important element in the work: Mexico and China provide examples.

In 1992, more than 200 project staff received Foundation assistance to enable them to make exchange visits, to participate in workshops and seminars, or to encourage local network membership. This helped strengthen working relationships and share new knowledge. Project staff have commented that their attitudes and practices had changed as a result.

Capacity building

Another powerful tool is building up the operational capacity of our partner organisations. This enables them to identify their needs, and might then mean funding suitable skills training. The objective is organisations which are better able to carry out their work now, and better able to sustain themselves in the long term. Examples of Foundation funding for these purposes can be found in Botswana, El Salvador, Jamaica, Namibia and Mozambique.

Planning

Projects do not just spring up overnight: they must be preceded by careful investigation and a great deal of preparation and planning. We now support such preparatory work. Funding at this stage can often have the effect of speeding the planning process, and also of making sure that the eventual project is more tightly focused on early childhood development. In 1992 such grants were made in Brazil, India, Ireland, Malaysia and Namibia.

Working with intermediary organisations

While much of the Foundation's project support work is directly with projects, we also work through intermediary organisations. These are well established and may have projects in many different parts of a region or country, they are also close to the work of the projects. One advantage of working with them is that early childhood development will be one element in a much more comprehensive development programme; another is that many of these organisations are effective at networking, so dissemination of successful approaches is much easier; a third is that they are often highly competent in advocacy at local and national levels, sometimes even at the international level. The Foundation works with such organisations in the USA and Chile, among others.

Studies, training, dissemination and advocacy

An important Foundation activity is the study of themes and topics which relate to our field of interest. During the year, the study function has been both strengthened and made more profound. Through what is known as 'fundamental studies', basic concepts with which we work are analysed to ensure that they are clearly understood and used appropriately. In 1992 a study of this sort was started on 'The environment of the child'. At the same time, a more coordinated effort has been devoted to relating results from the field to current theories. Such critical consideration helps to keep the Foundation on track.

Training

All projects are involved in training, whether it is part of the development of their own staff or sharing of their training expertise with others. Through the Foundation's Training function, we are able to contribute to this and to learn from it. A training pack is presently being developed about participatory approaches and methodologies in ECD – for which there is a widely expressed need. In November, project staff members participated in a three day workshop in which they were able to contribute their ideas and experiences to the pack.

Opening up and communicating

In recent years the Foundation has been making its ideas and work more widely known through networking as well as through dissemination. This has continued during 1992 and has included high level contacts and cooperation with governments, and mutually beneficial contacts with international and national agencies such as the Organisation for Economic Cooperation and Development (OECD), UNESCO, UNICEF, the World Health Organisation (WHO), the European Community, The World Bank, Save the Children, the Consultative Group on Early Childhood Care and Development, the International Forum for Child Welfare (IFCW), the European Forum for Child Welfare (EFCW), the International Institute for Educational Planning, the Hague Club, the US-based Council on Foundations, the Charles Stewart Mott Foundation, the John D. and Catherine T. MacArthur Foundation, the Santillana Foundation and the International Youth Foundation.

Both the IFCW, which was given a Foundation grant in 1990, and the EFCW continue to network, disseminate and advocate. In 1992, one of EFCW's twice-yearly meetings took the form of a three-day seminar in Germany. This included presentations from Foundation-supported projects from Scotland, Portugal and Germany.

The ideas, experiences and work of the Foundation and of the projects have also been disseminated through joint ventures: for example, cooperation between NGOs and statutory agencies. These have the effect of anchoring the work with young children in a broader developmental context with both the non-formal and the formal sectors. An additional benefit is that the chances of the work continuing are greatly improved. This cooperation can have still wider importance, in Ireland, for instance, it has led to a national programme undertaken by relevant regional agencies acting together.

Education for All

The concept of Education for All (EFA), officially launched by the World Bank, UNICEF, the United Nations Development Programme (UNDP) and UNESCO with an international conference in Jomtien, Thailand, in 1990 may have faded from public view a little.
However, responsibility for continuing this strategic world initiative is now in the hands of a Steering Group on which the Foundation is represented. We are thus uniquely placed to ensure that the needs of young children are given a global voice. As a result ECD has a prominent position on the agenda for the next EFA forum in New Delhi in September 1993. The Foundation has also convened a consortium of international organisations which have a common interest in ECD. This is now preparing an ECD presentation for the New Delhi forum.

Travelling seminar

Running a successful seminar is difficult enough. Attempting to take one on the road is rather more challenging. Yet last year saw the Foundation's first ever travelling seminar sweep through Alabama, Kentucky and Boston in the USA, holding three seminars in eight days. It consisted of 18 panel members drawn from US foundations with an interest in ECD, from projects and from the Foundation. It tackled three themes: relationships between projects and funders; dissemination and sustainability; and evaluation and validation. In each location project members and representatives from local grant making institutions shared and discussed ideas and experiences and asked each other a lot of hard questions. During the eight days, panel members accumulated ideas, responses and impressions first hand, and had many of their own ideas and beliefs examined by people who grapple with the work of ECD each day.

Dissemination and advocacy in the projects

Meetings involving project staff have proved highly effective in sharing skills, ideas and experiences about such topics as team building, training methods, publication and documentation, evaluation and institutionalisation. Particularly interesting in this respect were sub-regional workshops in Belgium, USA and Australia, among other countries.

Elsewhere, Brazilian projects have collaborated to bring a national early childhood database on line; in Australia, a week-long 'Mobile Muster' involving project workers and the Federal Department of Health, Housing and Community Development sought better ways to coordinate mobile services for remote families; in France, ACEPP convened an international conference for practitioners in day care for young children; in South Africa, the South African Network Trust began to focus its activities around project staff development; in Morocco, Atfale held a three-day conference which brought practitioners, academics and government officials together to explore ECD and further the spread of programmes across the country; and in Latin America, REDLAC undertook a five-country survey of the state of ECD practice and is now publishing the results.

The Foundation's Documentation Centre

A Documentation Centre combining two earlier facilities – the Library and the Project Resource Centre – has been established at the Foundation. We regard it as an essential resource for the Foundation, and it is also available to visitors from the field, and to organisations interested in early childhood. Project-produced materials for training and for work with young children include reports, studies, booklets, photos, toys and videos. These are complemented by a comprehensive collection of books and periodicals which cover themes such as ECD, education, social sciences, and health and nutrition. The collection is catalogued using an easy access computer programme.

New publications

The Foundation has continued its publication programme. During the year, four Newsletters were issued, each with its own theme. These were: 'Where have all the fathers gone', 'Building on people's strengths in Africa', 'Children in conflict' and 'Resources and resource centres'. Demand for the Newsletter continues to increase: the print order is now 6,000 per issue, and these are distributed to 124 countries. Surveys show that each copy circulates widely, often serving as teaching material in courses, or as reference material in resource centres. As in previous years a Spanish-language Boletín Informativo was also published. This is a compilation of edited articles from the Newsletter and its circulation and readership is also increasing.

In 1991 we launched a series of Studies and Evaluation papers. These are short background papers which present ECD field experiences and findings, and include analysis and reflection. In 1992 six new titles were added to the list. Two came from Africa and covered 'Contextual child development' and 'Survival and development'. One each came from Pakistan, 'The role of Afghan refugee women'; France, 'Parent-run day care centres'; Scotland, 'Parents in a nursery school', and the Middle East, 'Altering practice in a children's home'.

A guide to evaluation was also published. *Introducing Evaluation* aims to stimulate ideas and discussions about evaluation rather than to tell people how to do it. It is illustrated throughout and includes an annotated bibliography.

A full list of publications and videos available from the Foundation can be found on page 90.

Highlights of the year

We are well aware that not everything we do is successful; we have our fair share of failures. However, I think it is right to mention some of the year's highlights.

As usual, the projects have achieved much in their day-to-day work. These achievements belong to them, not to us. But it is gratifying to see that the Foundation's support does have positive effects, and that these are recognised more widely.

An instance is the Maternal and Infant Health Outreach Worker (MIHOW) Project of the Centre for Health Services, Vanderbilt University in the USA, which has received an Intensive Care for Our Neighbourhood (ICON) award from the St Joseph Health System in Orange, California. This carries with it an award of US$82,000 which will be used to adapt the project for use in another disadvantaged community.

There have been many other notable achievements as well. For example: the Hebei pre-school project in the People's Republic of China has been so successful that its work is spreading into several other areas, and it is now included in the state's new five-year education plan; SODIHAG, our partner in a project for the semi-rural poor in Guatemala, has received a Peace Prize from readers of newspapers in France and Switzerland; and the Emperor of Japan has presented the Imperial Award to Mrs Sumeru Nagaune for her work in the Bethany Homes project in Tokyo.

As Executive Director of the Foundation, I was proud to accept an honourary Doctorate from the Universidad del Norte in Colombia. I accepted this as an acknowledgement of the support which the Foundation has given to the university for its innovative and effective work in disadvantaged communities on Colombia's Atlantic coast.

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Particular mention must be made of the award to Oscar van Leer of the Medal of Honour for Drive and Ingenuity in the Order of the House of Orange. This was a personal award by Her Majesty Queen Beatrix of The Netherlands. Oscar is the son of our founder and was closely involved in the Foundation from its inception in 1949, serving as Chairman of the Board of Trustees until his retirement in 1986.

The challenges ahead

I have no doubt that the next few years will offer new challenges: the world in which young children develop is constantly evolving and changing – sometimes for the better, sometimes quite dramatically for the worse. The Foundation must adapt appropriately. Our job is to first spot the predictable while being alert for the unexpected. Then we must ensure that we respond in all the right ways.

A new challenge is offered by the trading conditions now prevailing in many countries. We derive most of our income from the Van Leer Group of Companies and the Group's profitability has been temporarily reduced. This has reduced the amount of money available to the Foundation for new commitments. Because we could anticipate this, we were able to introduce a number of measures for maintaining our operations. The most interesting of these include collaborating with other support agencies; and purchasing discounted 'blocked funds' in countries where this is viable. These measures will continue even when the Group has returned to its previous levels of profitability.

We can also find more efficient ways of deploying our money. An example of this is to support early childhood development programmes which complement the work of a wider project. Such complementarity brings obvious benefits – cost savings, mutual support, symbiosis, and enhanced opportunities for dissemination and sustainability.

Sustainability is another challenge. Like many organisations which support development projects, the Foundation has always been anxious to ensure that, when its support comes to an end, the work of projects will continue. However, we have to recognise that such sustainability is very hard to achieve. Because of this we start early – right from the earliest contacts with prospective partner organisations – and we take a broad and pragmatic view. For example, in several places, including Ireland and Australia, the Foundation is now supporting projects with public institutions which will embed the work in mainstream programmes. In France, the Foundation is funding a special worker to find or devise ways in which the work of a project can continue. In Trinidad, establishing an endowment fund has enabled the project to find matching finance from the European Community and elsewhere. More of these types of initiatives will be tried in the future.

We are increasingly concerned about the needs of the large numbers of children and families in the world who, as a result of conflict, persecution or unsustainable material conditions, move to a place which seems to offer a better life. However, responses to this kind of migration are already hardening in the receiving cities and countries.

In some cases, it may be possible for us to support work in migrants' home communities: improving conditions and prospects can help to reduce their need to migrate.

Finally, we have to keep in mind that development work of any sort is complex and unpredictable. Many people also feel that it can be inefficient or even ineffective, and some are now asking if this might be partly due to blocks to development built into some present approaches. This leads us ask ourselves some hard questions. Are our approaches always appropriate? Do our relationships with our partners always function as well as they should? Can we find better ways of placing the money we distribute? We believe that we operate in ways which are justified both by current theories and by our many years of accumulated field experience. But the debate is just starting: we must both contribute to and learn from it.

The Foundation's Trustees

Mr L. M. Kretzers, who had served as a Trustee since 1986, retired, receiving both the thanks of the Foundation and warm wishes for a long and happy retirement.

He was replaced at the end of the year by Mr H. B. van Liemt. Mr van Liemt was born in The Netherlands and has wide experience at senior management and board level. His achievements have been honoured in both The Netherlands and Belgium.

News of the death of former Trustee Professor Paul Ylvisaker was received with great sadness. In his long and distinguished academic career – which included 10 years as Dean of the Graduate School of Education at Harvard University – he focused on maximising human potential, an interest which was especially pertinent to our work. With considerable energy and enthusiasm, he served as Trustee of the Foundation for more than a decade until his retirement in 1984, remaining a staunch supporter thereafter.

Conclusions

In the introduction I talked about refining the ways in which the Foundation approaches and carries out its work. I feel that this has significantly improved our operations. However, there is always room for further improvement, so monitoring and analysis will continue. There is a tremendous need for early childhood development to be fostered; the Foundation is committed to an effective and high quality response to that need.

Rien van Gendt
Executive Director

Financial Report for 1992 ◄

Where the money comes from

The money spent by the Bernard van Leer Foundation (BVLF) comes mainly from the Van Leer Group Foundation (VLGF), basically a holding foundation. These two Foundations have a common objective. The VLGF realises its objective by making funds available to the BVLF. These funds derive mainly from the dividends received from Royal Packaging Industries Van Leer B.V. (RPIVL) in its capacity of sole shareholder of the latter, as well as from the income out of other investments. RPIVL is a holding company with subsidiaries in some 35 countries, all of which are concerned with the manufacture of various types of containers, packaging and closures. Apart from the funds the BVLF receives from the VLGF there are other limited income sources from legacies etc. The income in 1990, 1991 and 1992 were respectively Dfl. 40.1 million, Dfl. 41 million and Dfl. 41.9 million. It is anticipated that the Foundation's income in 1993 will amount to approximately Dfl. 22 million, a significant reduction compared to the last few years and a result of lower dividend payments to the VLGF in 1992. However, the Foundation's work is being maintained at or near recent levels by using reserves and by finding new monies from third parties, including other foundations.

Where the money goes to

The expenditure of the Foundation is split in two ways. Part of the money is spent administering the programme. This includes the office in The Hague, the employment of some 50 staff members and a wide range of programme services (approximately Dfl. 8 million). However, a far larger proportion of the expenditure goes to projects. The actual number of projects fluctuates from year to year – this publication includes descriptions of 127 major projects currently being supported by the Foundation. Major projects are usually those which are supported over a period of several years.

When the Foundation's Board of Trustees approves a grant to a major project, a sum of money is earmarked which is expected to last throughout the duration of the proposed project, anything up to five years. Thus, much of the money which is earmarked in a particular year is spent in later years. The sum which is available for earmarking each year is that which is made available by the VLGF and by other sources.

It should be noted that a considerable proportion of the funds spent by projects is counterpart funding which is provided by the partners with which the Foundation is working. This usually consists of a mixture of actual money, of physical facilities made available to a project, and of

staff time and other services. In all, counterpart funding accounts for nearly as much as the Foundation itself contributes to projects.

Allocation of grants

The statutes of the Foundation state that preference will be given to work in countries where RPFVL is established. However, this does not mean that the Foundation must support projects in all these countries. But the practice is that the Foundation largely abides by this preference. There is no direct relationship between the level of profits made in a country and the level of Foundation spending in that country. The general principle adopted by the Foundation's Board of Trustees is one of redistribution from industrialised countries to developing countries and the aim is eventually to allocate funds so that 60 per cent of the total amount available is spent in developing countries and 40 per cent in industrialised countries. Over the three-year period 1990 to 1992, this division of funds was not quite achieved, with 52 per cent of funds earmarked for projects in developing countries and 48 per cent for those in industrialised countries, according to the United Nations classifications.

The following table lists the amount, by country, earmarked by the Foundation in 1990, 1991 and 1992. The table refers to sums which were earmarked during these three years and not to sums which were spent. Thus the countries shown in the table do not coincide precisely with the countries listed in the latter part of this report.

Total earmarked 1990 through 1992 in millions of NLG.

Eligible country	1990	1991	1992	Total	Percentage
Argentina	.8	.3	.5	1.7	1.8
Aruba	.4			.4	.5
Australia	1.4	.6	1.8	3.8	4.1
Belgium	.4	1.5		1.8	2.0
Botswana		<0.1	.2	.2	.2
Brazil	4.7	1.6	.2	6.5	7.0
Chile	.9	1.6	2.1	4.7	5.1
China	.2	1.0		1.1	1.2
Colombia		1.2	.4	1.7	1.8
Egypt					
El Salvador	.1	.7	.3	1.1	1.2
France	.9	.1	.2	1.2	1.3
Germany		.6		.6	.6
Greece					
Guatemala		.9	.3	1.2	1.3
India			.2	.2	.2
Indonesia			<0.1	<0.1	<0.1
Ireland	.2	.7	1.3	2.2	2.3
Israel	2.3	3.1	4.2	9.7	10.4
Italy	.9	.2		1.1	1.2
Jamaica	1.3	<0.1	1.5	2.8	3.1
Japan					
Kenya	1.3		.8	2.1	2.3
Lesotho	.1			.1	.1
Malaysia	<0.1	.2	.2	.3	.4
Mexico	2.4		.8	3.2	3.5
Morocco	1.2	<0.1	.1	1.3	1.4
Mozambique	.7	<0.1	.1	.7	.8
Namibia		.1	2.2	2.3	2.5
Neth. Antilles			1.0	1.0	1.1
Netherlands	1.2	.2	3.5	5.0	5.4
New Zealand		.8	1.8	1.6	1.7
Nicaragua	.6	.3	.7	1.6	1.8
Nigeria	.2	2.0		2.1	2.3
Norway					
Peru	.1			.1	.1
Portugal	.8	.3	1.6	2.7	3.0
Singapore					
South Africa	3.8	<0.1	.5	4.4	4.7
Spain		<0.1	3.5	3.5	3.8

Eligible country	1990	1991	1992	Total	Percentage
Suriname	.1		.3	.4	.5
Swaziland					
Sweden	<0.1			<0.1	<0.1
Thailand	<0.1	<0.1	.4	.5	.5
Trinidad & Tobago	1.2			1.2	1.3
Turkey					
United Kingdom	1.3	1.2	1.0	3.5	3.8
United States of America	3.7	2.0	1.7	7.4	8.0
Venezuela	.3	.6	.1	1.0	1.0
Zimbabwe	<0.1	.2	.9	1.2	1.3
Special grants					
Refugees	.9	.4		1.2	1.3
RTRCs	1.5		.5	2.0	2.2
Miscellaneous	<0.1	<0.1	.1	.1	.1
Sub Total Dfl. millions	36.0	22.5	34.1	92.6	100.0
Internal projects					
Programme support projects	.4	.9	.9	2.1	
Special projects	.4	.4	<0.1	.7	
Total Dfl. millions	36.8	23.7	34.9	95.4	

< = less than

Argentina

Centro Andino de Desarrollo, Investigación y Formación (CADIF)
(The Andean Centre for Development, Research and Training)

Madres Migrantes Andinas (Migrant Andean Mothers) — 1993 – 1996

CADIF is a non-governmental organisation which is based in the city of San Miguel de Tucuman in the poor, northern sugar growing region of Argentina. The project concentrates on migrant families and children from 3 to 5 years who have left their rural homes and moved to the city. Much of the work is directly with young mothers and includes: educating about child development; implementing a home-based, day care programme; providing opportunities for income generation facilitated by a revolving loan scheme; and producing training and research materials. In addition, there will be liaison with local agencies and authorities with the twin objectives of improving child health and extending this project across the whole province.

Universidad Nacional de San Luis (National University of St Luis)

Proyecto Cruz del Sur (Cross of the South project) — 1988 – 1994

The town of San Luis, like many others in Argentina, is experiencing an enormous growth in population because of migration from rural areas. In three of the poorest areas of the town, the Education Department of the University of San Luis, together with community members, has established three demonstration centres for learning and teaching. Local mothers, trained as animadoras, provide educational and training activities for families to improve the health, nutrition and development of young children, and these include nutrition and health. Experiences gained from the centres have provided valuable feedback and the project is now setting up a Regional Early Childhood Resource and Training Centre to disseminate innovative early childhood development practices among state government staff in Northern Argentina. The development of a regional ECD data bank is also being considered.

Obispado de Viedma (Bishopric of Viedma)

Mapuche children — 1992 – 1994

The province of Rio Negro, in southern Argentina, is home to 11,000 children of the indigenous Mapuche group. The Mapuche families that live on the outskirts of the town of Bariloche are among the most disadvantaged people in the country. They have a high rate of

unemployment and little access to social services. Poor health and nutrition among the children is common, and the lack of early child care facilities leads to a high percentage of dropouts among those Mapuche children who do reach school. The *Vicaria de la Fraternidad* (the Church's Ministry of the Brotherhood), an established organisation that coordinates social programmes in the Rio Negro Province, was approached by a Mapuche mothers' association in Bariloche to implement a project for early childhood development. The project, with Foundation support, is increasing mothers' skills in child care and development, helping families make use of existing early childhood resources, developing a culturally relevant training programme in ECD for parents and producing educational materials.

Obra Claretiana para el Desarrollo (OCLADE) (Claretiana work for development)

Kolla family support networks

1992 – 1994

The Kolla, one of the country's 17 indigenous peoples, live in dispersed rural communities in the mountainous area of Huamahuaca in northern Argentina. As these isolated areas have no early childhood services which specialise in culturally appropriate development, children reaching primary school experience learning difficulties. OCLADE has worked among rural Kolla families since the early 1980s and now, with Foundation support, works with pre-school children in 30 communities in Huamahuaca. OCLADE encourages mothers to provide a developmentally stimulating environment for their young children, develops culturally relevant educational toys and learning materials – which are produced at community centres by women and adolescents – and helps communities develop income generating activities.
The project also trains local women as para-professionals to be responsible for community outreach, home visiting, and coordinating children's health and learning activities with the local authorities.
The project reaches 945 families with 1,500 children under eight years of age.

Aruba

Fundashon Pa Nos Muchanan (For our Children Foundation)

ECCE Coordination and Information Centre

1991 – 1994

The island of Aruba achieved separate political status from the Netherlands Antilles in 1986. At that time, and until 1989, a Foundation-supported project included early childhood development work in all the islands but *Fundashon Pa Nos Muchanan* now has

responsibility for such work in Aruba. The labour market of Aruba is dominated by a demand for women workers, yet there are few facilities outside the home for young children whose mothers are forced to work unsocial hours in the tourist industry. The project therefore focuses on these children. It is organising training for staff of the few existing child care facilities; and is developing training materials for parents and other care givers. It is also highlighting the needs of young children among the public and policy makers to make them priority issues.

Australia

University of Newcastle

Hunter Caravan Park project

1988 – 1995

The Hunter Caravan Park project is for children and families who live permanently in 17 caravan parks in the Hunter Region of New South Wales, a mining and steel-making area now in decline. A model has been developed which enables the development of playgroups, after school activities and parent education programmes by providing training and support for parents, local groups and park managements. People work together to improve living conditions in the parks and to make use of the available educational opportunities, so improving the social, emotional and physical skills of children. A national dissemination programme ensures that information is shared. Networking, training and publications help advocacy for long term change for caravan park children.

Contact Incorporated

Contact children's mobile

1987 – 1993

The small and scattered population in the remote areas (outback) of the north-west quarter of New South Wales and south-west Queensland lacks direct access to health, educational and social services. The problems of isolated families, already subject to extreme climatic conditions, and economic and cultural deprivation, have been exacerbated by the recession that has crippled Australian agriculture and mining. A mobile resource unit, set up in the project's first phase, travels to these isolated families and offers playgroup sessions, training in early childhood development – including health and well-being – and general support for parents and their communities. Other project activities cover the preparation and transmission of a daily radio programme, in-service training of mobile staff and networking at national and state level. Posters, cassettes, publications and a series of videos about the stages of child development have also been produced.

The project is working towards a permanent commitment to this service by the Australian government.

Institute for Aboriginal Development

Arrernte early childhood project

1993 – 1995

Approximately 12,000 Aborigines live in central Australia yet it is only recently that the importance of their cultures and traditions has been recognised. Efforts are now being made towards co-existence so they can develop harmoniously alongside those of the dominant 'Western' culture of the country. In line with this, the project is developing a culturally appropriate curriculum for pre-school (3 to 5 years) and primary school (5 to 8 years) children. The curriculum will be in the widely spoken Arrernte language and will seek to strengthen the children's Aboriginal identity and self-esteem, building on family practices and the traditional social roles of grandparents, aunts and uncles. The project is directed by a management committee composed of representatives of participating Aboriginal communities, and is supported by an advisory committee of experts in early childhood development, bilingual and Aboriginal education, evaluation and cultural issues.

Batchelor College

Aboriginal teacher training

1992 – 1997

Batchelor College is dedicated to providing tertiary education for Aborigines from remote, traditional communities, and builds on the idea that Aborigines benefit both from their own culture and the dominant one in Australia. This project will develop an Aboriginal teacher training course in early childhood education to prepare students for work in their own communities throughout the Northern Territory. The first major element in the work is a field survey of child care facilities, and this is to be complemented by a profile of the needs which exist and of ways of meeting them. Students on the teacher training course will then implement and field test an experimental early childhood curriculum, receiving on-site tutorial support as they do so. Other elements of the project include the development of a resource guide for early childhood practitioners and the building of support networks.

Belgium

Provincie Limburg, Provinciale Onthaaldienst voor Gastarbeiders
(Province of Limburg, immigrant workers service)

School en gezin
(School and family)

1988 – 1995

As a result of immigration, there is now considerable cultural diversity in the population of the Limburg coal mining areas of Belgium. This project – now in its second phase – is part of a wider programme which is working towards the integration of members of seven ethnic groups into Belgian society. The first phase was a small experimental project with the children of pre-schools in two municipalities, and their teachers and families. It concentrated mostly on home visiting, informal meetings and the production of materials – including videos – for parent education and for mothers to use with their children. A booklet of guidelines for teachers was also produced, and networks between communities, schools and interested agencies were established. In the second phase, a family and school resource centre has been set up at provincial level for supporting and coordinating multicultural education initiatives. The project also is being extended to include eight more pre-schools in the original municipalities and will gradually include additional pre-schools in six others.

La Communauté Française (the French Community) **and University of Liège**

ECCE Networks

1991 – 1994

In the French speaking part of Belgium, the number of people living on minimum wages has more than tripled in the last 10 years, and there has been a great increase in the number of households living below the poverty line. The project operates in the declining mining centre of Cheratte which has a large immigrant population; in Longdoz, an old inner city area of Liège; and in Theux, a rural area with a young, dispersed population. The project concentrates on improving the quality of services for young children, and on encouraging disadvantaged and immigrant families to make use of them. Local networks have been established, both to help education, health, and social services to develop or improve, and to enable the sharing of new approaches in early childhood care and education. Health consultation services, creches, drop-in centres, pre-school centres, out of school activities, holiday play schemes and workshops for parents are functioning. The project is developing a resource base to document its new approaches, and to produce educational materials and training programmes in support of the local networks.

Botswana

Kuru Development Trust

Children of the Earth — 1991 – 1993

The Bushmen have lived throughout southern Africa for thousands of years. Today, they live in semi-desert areas and work as low paid workers on large-scale cattle farms. The Kuru Development Trust has long experience in working towards improving conditions for Botswana's 40,000 Bushmen and in helping them to rebuild their cultural esteem. Now, with Foundation support, it is running a project which includes twelve pre-schools serving different Bushmen settlements. In addition, the trust is working with parents' groups on child development, health, gender roles and identity awareness. District field workers use the pre-schools and food distribution centres as entry points for community development work. A Training Resource Centre provides an in-service training programme for para-professional teachers. Work with children who do not attend the centres, and with street children is planned. At national level, the Trust is establishing links with the government, while internationally, training resources are shared with projects in Namibia, Zimbabwe and South Africa.

Tirisanyo Catholic Commission

Kgalagadi Children — 1993 – 1995

The Bushmen people of the northern settlements of Kgalagadi and the central district of Botswana have suffered considerably from land loss and the encroachment of outside cultures: they now find themselves living either in rural poverty or on the periphery of an alien urban life. The Kgalagadi Children project offers at least some compensation for this by introducing a programme which will mobilise parents and communities to promote the development of their children. This is now establishing early childhood care and education facilities – including mobile day care; is training and up-grading care-givers and pre-school teachers from the Bushmen community; and is encouraging adult education and community development. This fits into Tirisanyo Catholic Commission's wider programme with the Bushmen which includes social services for handicapped refugees and work with AIDS patients in their own homes.

Brazil

Universidade Federal do Parana (Federal University of Parana)

Projeto Araucaria (Araucária project) — 1985 – 1993

After successfully developing an integrated approach to the care of children aged 0 to 6 years, this project is now in its final phase. Its training scheme for teachers, student monitors and workers, and administrators of crèches included work in demonstration pre-schools to develop innovative materials and approaches. One result has been the production of a training programme which has been adopted by the municipal authorities. Documentation of the outcomes of the work is now in hand, and the project is also setting up an Educational Resource Centre for research, training, and development of teaching and learning materials.

Governo do Estado de Pernambuco, Secretaria de Educacao (Pernambuco State, Education Department)

Projecto Arco-Iris (Rainbow project) — 1984 – 1993

The project operates in the shanty towns of Recife and some of the depressed interior regions of Pernambuco, one of Brazil's poorest states. It provides training and support for teachers and supervisors – including four training and resource centres – from pre-school to the fourth grade of primary school in both urban and rural settings.

Throughout its life, the project has particularly focused on developing low cost services for young children which link up with State and local provisions. Health and nutrition were important elements in this work. Now in its last phase, the project is currently reviewing and documenting its activities, and has taken steps to ensure that its work will be taken over by the state authorities.

Universidade Federal de Santa Maria (Federal University of St Maria)

Criança Rural (Rural children) — 1987 – 1994

The southern state of Rio Grande do Sul has very poor rural education facilities and pre-school services. Flexible, community-based pre-school provisions for rural children aged 3 to 6 years have been set

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up by the Federal University in Três Barras, a disadvantaged and isolated rural community near Santa Maria. In 1992, institutionalisation of the project's support activities has allowed it to refocus its interests. It is now developing a national data base on early childhood development, and also specialising in researching and developing 'learning through play' materials for rural children. Discussions are being held with university authorities about setting up a Rural Early Childhood Development Centre.

Fundação Fé e Alegria, Regional Rio de Janeiro
(Faith and Happiness Foundation, Rio de Janeiro)

Community creches 1987 – 1994

People living in squalid conditions in the *favelas* of Rio de Janeiro constantly suffer the consequences of a worsening economic situation in the country. To help the healthy development of young children in this environment, the project has developed a number of community-based creches that rely heavily on the involvement of mothers. The mothers are trained to operate the creches and they in turn become trainers of the rest of the community. A coherent training programme has now been developed and negotiations have started with municipalities of the region for its formal adoption among their early childhood workers. Simultaneously, a sub-project, developed by Fé e Alegria's head office in São Paolo, is disseminating the Rio experience to projects throughout the country.

Prefeitura Municipal do Natal, Secretaría de Educação (City of Natal, Department of Education)

Projeto Reis Magos (Three King's project) — 1986 – 1994

Less than a third of Natal's primary school age children attend school, and the gap is even wider for the pre-school age group. Only 6,000 of the city's 30,000 children aged 4 to 6 years receive any kind of day care, and there are no services for those under four. In its second phase, the project has made use of a well-established early childhood education centre as a resource and training centre for professionals and para-professionals working with children aged zero to eight. It particularly focuses on the needs of three low-income areas but is disseminating its learning and resource material throughout Natal city. The municipality also operates a development programme in a day care centre in Guarapes, a shanty town on the outskirts of the city and is experimenting with programmes on local community radio to reach more families with advice on health, education and general community development concerns.

Fundação Fé e Alegria, Regional Rio de Janeiro
(Faith and Happiness Foundation, Rio de Janeiro)

Community health project — 1989 – 1994

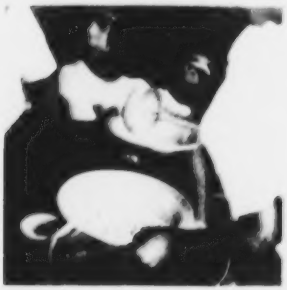
(In association with the S-K Foundation, The Netherlands)
This project is linked to the Community Créches project in Rio de Janeiro (see above) and runs parallel activities in the field of community health. Women from *favelas* are trained as para-professional health workers to work with the monitors in the créches and also with parents. The main emphasis is on preventive aspects of primary health care but the para-professional health workers are also trained to diagnose and treat common diseases. Theme-based meetings are organised for community-based groups on topics such as women's health, public health and prevention, how to recognise and deal with common diseases, and the need for regular growth monitoring and immunisation of children.

Centro Popular de Cultura e Desenvolvimento (CPCD) (Centre for Culture and Development)

Sementinha (Seeding project) — 1991 – 1994

Minas Gerais is a large, wealthy state in south east Brazil. It has always attracted migrant families who have found livelihoods in gold and precious metal mining, ranching, farming and industry. However, development and government provision have not been able to keep pace with the needs of the poor families in the interior of the state, and many of these families are migrating to the favelas of the urban areas.

CPCD has also set up three community-based child development centres – run by monitors from the communities – in the centre and northwest of the state. The project works particularly with older siblings in child-to-child care, and in the production of educational materials.



Associaçao Movimento Educação Popular Integral Paulo Englert (AMEPPE)
(Paulo Englert Association of Popular Education Movements)

Mobilising for Children — 1992 – 1995

AMEPPE is a non-governmental organisation based in Belo Horizonte, Minas Gerais State, which is experienced in working with grassroots organisations. The project provides training support to three community organisations operating crèches, rural pre-schools and pro-child groups. Training emphasises community self-reliance and participation. The project is also involved in advocacy for children's rights, has set up a small documentation centre, is developing educational materials and is seeking collaboration with municipal authorities in Belo Horizonte.

Pastoral da Criança (Parish of the Child)

Early Stimulation and Education in Poor Communities — 1991 –1993

The Pastoral da Criança, an established non-governmental organisation has developed an effective 'bottom-up' approach to child development. Work is with existing Catholic grassroots community organisations, and includes training community leaders in health, breastfeeding and child development. Culturally appropriate materials are developed and distributed, and special programmes are broadcast on regional radio to reinforce the impact of the work. As a result of its activities, the Pastoral da Criança is increasingly influential at national level with child-related public advisory bodies.

Secretaria de Educaçao, Governo do Estado de Pernambuco
(Pernambuco State Education Department)

Zona da Mata — 1990 – 1993

(In association with the S-K Foundation, The Netherlands)
Zona de Mata is an area of privately owned large sugar cane plantations. Most of its 1.2 million inhabitants earn a minimal income as seasonal workers. The project is now focusing on prevention and control of contagious diseases – such as cholera and diarrhoea – as well as on the dissemination of knowledge about pre- and peri-natal care. Development of appropriate health education materials, coupled with the use of traditional skills and knowledge and respect for local cultures have strengthened community participation. Project activities are implemented through, and coordinated with, four municipalities. Project documentation has started and is expected to be followed by a take over of the work by mainstream institutions.

Chile

Fundación Nacional para el Desarrollo Integral del Menor (INTEGRA)
(National Foundation for the Integrated Development of the Minor)

Centros Abiertos (Open centres) — 1991 – 1994

INTEGRA provides support and welfare services for 55,000 children in Chile through Centros Abiertos (open day care centres). It is implementing a pilot project in two regions to upgrade the skills of day care centre personnel and parents. Staff in the national centre programmes work in four areas: curriculum development; parental involvement; social skills; and day care management. They also evaluate the work of the centres and conduct research on ways to improve their impact. There is extensive collaboration with other agencies at both national and local level.

Centro de Investigación y Desarrollo de la Educación (CIDE)
(Centre for Research and Development in Education)

Transition in early education — 1991 – 1994

This is one of a number of Foundation-supported projects which focus on action-research. That is to say, research takes place as an integral part of a body of work, and the results are fed back in immediately, retested and then further refined. In this case the project is assessing the cultural environment of marginalised people and its impact upon

children's school performance. There is a particular focus on childrens transition from pre-school to primary school: child workers and primary school teachers are being trained to recognise and take account of children's specific cultural and learning needs; while parents and community members are becoming aware of the positive consequences that parent-child interaction has upon children's motivation and self-esteem.

Junta Nacional de Jardines Infantiles (JUNJI)
(National Association for Infant Playgrounds)

Community Radio

1991 – 1994

JUNJI is the statutory agency in charge of day care provision for children 0 to 6 years in Chile. Currently it is operating formal and non-formal programmes for 65,000 children. In the southern regions of Magallanes, Aisen and Los Lagos, where the climate is harsh, the main productive activities are forestry, fisheries and sheep farming. Only poor rural families are willing to work in such areas and they are daily confronted with health problems, social isolation and a lack of infrastructure. Facilities to help the healthy development of their children are few and so JUNJI is now developing an innovative programme – based on the use of radio – to reach these families. Using airtime bought from local radio stations, it presents good practice in pre- and post-natal care among young mothers and also offers information, ideas and activities to help with the emotional and cognitive problems experienced by children aged 2 to 7. JUNJI invites parents to contribute their experiences to the programme and also encourages them to set up groups to run home-based activities.

Red Latino Americana de Información y Documentación en Educación (REDUC)
(Latin American Network for Information and Documentation in Education)

Dissemination of innovative practice in ECCE in Latin America

1991 – 1993

CIDE (see above) has set up an educational information network for Latin America and the Carribean (REDUC). Originally REDUC, which has links with 27 centres throughout the region, concentrated on establishing an extensive data base of documentation on education mostly derived from universities and research institutes. In 1991 it began to expand its activities and encouraged centres in five countries – Chile, Peru, Mexico, Guatamala and Nicaragua – to gather information about field-based experience in innovative early childhood development. The data have now been collated and published.

Programa Interdisciplinario de Investigaciones en Educación (PIIE)
(Interdisciplinary Programme of Research in Education)

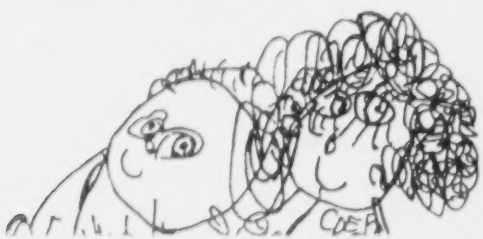
Rural Families — 1992 – 1995

Families in the southern O'Higgins region of Chile live in extreme poverty. Family financial difficulties mean that most women need to look for work outside the home, forcing mothers to leave their young children behind. Poverty, social isolation and the disappearing traditional extended family place many young children at risk.
The project is working with families to encourage an understanding of child development and early stimulation. Local mothers and adolescents are being trained as para-professionals. They run a community-based day care centre, are responsible for home visiting and, in turn, train and support other mothers and adolescents.
The project also devises culturally appropriate educational and training materials for children, parents and para-professionals.

Vicaria de la Pastoral Social (The Catholic Church's Ministry of Social Care)

Teenage parenting — 1992 – 1996

Vicaria de la Pastoral Social works alongside the urban poor in Santiago, the capital city of Chile. As in many other places in the world, teenage parents are a major cause for concern: they are growing in number and there are few resources available to meet their particular needs in ways which are appropriate to them and their children.
The Teenage Parenting project promotes child-rearing skills and self-confidence among pregnant teenagers and teenage mothers.
One novel approach is to train monitores (peer group members who are known and trusted) in child development, and to pass on information, advice and practical help through them. A home visiting programme is supplemented by community-based child development activities – including learning through play – for children from 2 to 7 years. Close links with local employment offices and vocational training facilities give teenage parents a chance of finding employment and so becoming self-sufficient.



China (People's Republic)

Central Institute of Educational Research (CNIES)

Hebei pre-school programme

1988 – 1995

As 80 per cent of China's population lives in rural areas, CNIES is running a project which concentrates on pre-school efforts in such places. In its previous phase the project focused on training teacher trainers. This was so effective that over 50,000 children and parents in 2,000 villages benefited. The project compiled teaching materials, carried out work in experimental sites and set up parents' schools. The experience gained by the project was used to design an easily replicated basic package which takes a holistic view of early childhood development, combining family- and community-based pre-school education. It includes teacher training and curriculum design. Since then, pre-schools have been set up in many villages, model pre-schools have been established for use in teacher training and a national resource centre is in operation. Special attention is now being paid to multicultural education for ethnic minority groups and the project is expanding its activities into new areas of Hebei Province, and also into Guizhou Province. Through conferences it is stimulating interest in similar work in the rest of the country, and there are plans for an Asian regional conference. The Chinese State Education Commission has included the project in the national five year plan, so securing the future of the work.

Colombia

Universidad del Norte

Infancia y Calidad de Vida 1991 – 1995
(Infancy and Quality of Life)

In collaboration with the Colombian Institute for Family Welfare (ICBF) the university is working to improve home-based care and attention for infants and children from 0 to 3 years in the Costa Atlántica region in the north of the country. The project developed from the university's previous experience in this field. Continual research and evaluation helps to produce better approaches to developing educational materials for the children, and training methods and materials for parents, community mothers and ICBF staff. Particular attention is paid to increasing the involvement of parents and community members, and organisations with income-generating expertise are helping to enhance the impact of the project. The project team at the university are involved in training staff of ICBF at various levels. At the same time a network involving other universities, regional ICBF offices and non-governmental organisations is being developed to support expansion of the programme.

Departamento Administrativo de Bienestar Social (Department of Social Welfare)

Ciudad Bolivar
(Bolivar City)

1988 – 1993

In eight areas of Bogotá which have been designated as being in need of special attention, *casas vecinales* (neighbourhood centres) have been developed for pre-school children. The project has introduced a training programme for the staff and volunteers of these centres to improve the quality of education and care for pre-school children. The training programme operates partly through seminars and workshops and partly through in-service activities. Parent education

programmes to bring about better health and nutritional conditions for children are also organised, and efforts are being made to promote greater community participation in the casas vecinales.

Fundacion para la Estimulacion Adecuada del Nino con Proteccion Comunitaria (FESCO)
(Foundation for child development with community support)

Rural children

1992 – 1995

FESCO is a non-governmental organisation which was formed by a group of doctors from the Red Cross Hospital. They noticed that slow development in the young children brought to the hospital was linked to their parents not understanding the importance of social, cultural and affective bonds. Poverty and consequent malnutrition add to the problems. FESCO aims to provide information and early stimulation programmes to the parents. In small and impoverished villages around the town of Manizales in the coffee growing region of Caldas, the project is surveying social and organisational aspects of communities, and identifying leaders with whom to develop a programme of home-based day care centres. Mothers are also being trained as promotoras and information sharers, and educational materials are being developed, tested and distributed. Community support structures to provide better health and education facilities are being created in collaboration with the *Instituto Colombiano de Bienestar Familiar* (Colombian Institute for Family Welfare).

El Salvador

Fé y Alegria (Faith and Happiness)

Children of
street vendors project

1989 – 1994

Street vendors in the capital city, San Salvador, belong to the poorest groups in society. Most are women heading single parent families, who try to make a living by selling fruit and vegetables. Many babies and small children usually accompany their mothers to the market, where they have little chance to play or to learn; others are left at home. Most of the children drop out of primary school and start working themselves by the age of seven. During its first phase, the project established Child Development Centres, one near the central market of Soyapango and another in Mejicanos. It has now set up one more centre in Soyapango. Each centre provides day care programmes for babies and children up to six years. It also provides information and training programmes to the mothers to increase their knowledge about child care issues, while involving them in various aspects of the centre's operation. In-service

training for centre workers is also an essential part of the project, and a model for training is being developed. In its current phase, the project is also focusing on an education and training programme for mothers in nutrition and health and providing training in business management and financial administration. A revolving loan scheme is also provided to help launch or sustain small businesses.

Universidad Centro-Americana José Simeón Cañas

Parent education programme

1989 – 1994

A team from the Department of Pschology and Education of the Universidad Centro-Americana (UCA) has developed a training programme for staff of community-based day care centres in three marginal areas of San Salvador. Staff are trained to work with parents to help them to understand the importance of paying attention to the educational, social and physical development of their children. Parents also learn what, in the light of prevailing conditions, they can do to improve their children's development. The work of the project also includes developing materials related to physical and mental health, nutrition, early stimulation and literacy. The project is seeking ways of disseminating its products and experiences. Meanwhile, the Department of Psychology and Education is researching and analysing the situation of the pre-school child in El Salvador, receiving information from the project to help in this. It is also formulating strategies and programmes which respond to the needs thus identified.

France

Association Collectifs Enfants-Parents Professionnels (ACEPP)
(Association of Children, Parents and Professionals)

Parent-run pre-school centres

1986 – 1993

ACEPP is a national umbrella organisation providing technical support and training to some 800 day care centres initiated and managed by parents and professionals working together as partners. The project supports the creation of parent-run centres in marginalised communities with a high proportion of migrants. This has so far led to the establishment of about 30 centres. The project provides advice to parents, and in-service training about multicultural issues and parent involvement for early childhood educators. A team of regional coordinators supported by a central resource unit liaises with funders locally, regionally and nationally to help ensure the sustainability of project activities. At national level, the project is undertaking advocacy on behalf of families from such communities.

Relais Enfants-Parents (REP) (Parent-Children Liason)

Cellule Nationale (National coordination body)

1990 – 1993

REP was established in 1986 to concentrate on the needs and interests of children who are abruptly separated from their imprisoned parents. Work is undertaken in prisons with mothers and fathers; with institutions and families that are caring for the children; and with judges and administrators, and prison staff. With the support of the Foundation, REP has created a Cellule Nationale providing assistance and coordination for regional groups. Eight independent associations are now working in 19 prisons and through them about 100 volunteers accompany children on visits to their parents. Other activities include establishing play corners in visiting areas of prisons, toy making workshops for imprisoned mothers and counselling of parents, care givers and children.REP has succeeded in drawing the attention of the public and policy makers to the plight of some 140,000 children and their parents whose circumstances are generally misunderstood or even ignored. In a next phase, a European network to promote issues related to children of parents in prison is planned.

Germany

Forschungsgruppe Modellprojekte (Research Group for Model Projects)

Turkish children and mothers

1985 – 1995

In previous phases the project has worked to help immigrant families, most of whom are of Turkish origin, integrate into the host society. Integration has been difficult, especially for young children and their mothers. The project team, guided by the needs of the immigrant population, initiated activities including home visits, mother and child school entry groups, literacy classes, German language classes and courses about health and nutrition. These activities were centred in a primary school in Gelsenkirchen and the project's work became a model for other schools with minority group populations. As such great interest has been shown in the work of the project, the team is now devising ways of reaching a national audience by refining strategies for working with minority families and promoting understanding of issues related to immigrant groups. Materials on the experiences of the project and the cultural practices of the migrant community are being produced.

Guatemala

UNICEF/Comisión Interinstitucional para la Atención de la Población (COINAP)
(Inter-institutional commission for the care of the community)

Community support for urban children

1992 – 1994

Over one-third of Guatemala City's two million inhabitants live in squatter areas and a quarter of them are children under six years. The few services are increasingly overburdened as migration from rural areas continues. In 1981 the government set up COINAP, with funding from UNICEF and *Medicos sin Fronteras*, to work with disadvantaged urban communities to improve living conditions. COINAP's integrated approach includes providing amenities, training health workers and running literacy courses. With this project, COINAP has added a child development element to its work. Home-based day care services are being developed and local women are trained to become *madres cuidadoras* (child minding mothers). The madres look after the children in their own homes and are supplied with basic equipment and play materials. Local health promoters work alongside the mothers to monitor and improve the children's health. Parents' groups are established, and community-based voluntary organisations are

strengthened. Part of the work of the wider community development programme is aimed at improving the environment by enhancing the infrastructure – for example, by providng water pipes, sewerage systems and play areas. Other elements in the work include income generating activities such as community pharmacies and bakeries which both offer employment opportunities and raise money.

Sociedad para el Desarrollo Integral de la Familia Guatemalteca (SODIFAG)
(Society for the integrated development of the Guatemalan family)

Toda Madre es Educadora (Every mother is an educator)

1993 – 1996

Many of the semi-rural towns around Guatemala City lack formal pre-school facilities or day care systems for mixed-race, low-income families. In each of five different areas of one such town – the municipality of Villa Nueva – SODIFAG is working to create a core group of community mothers who are capable of running neighbourhood day care centres, by training them in early childhood development and by enhancing their organisational skills. As bases for the work, self-sufficient, non-formal day care centres will be established during the three years of the project. This is part of a more general programme aimed at building up autonomous local organisations with the capacity for promoting and directing wider community development activities. SODIFAG has been awarded the 1992 Human Rights prize by readers of a French and a Swiss newspaper for its work to improve living conditions for marginalised Guatemalan families.

India

Centre for Women's Development Studies

FORCES (Forum for Crèches and Childcare Services) for Children

1992 – 1993

This advocacy and networking project is working to make relevant audiences aware of the importance of early childhood development. A primary objective is to develop an agenda for influencing policy at national level, and opinion and action at local level. The campaign is aimed at policy makers, non-governmental organisations, trade unions, child welfare institutions and community level decision makers, among others. A national workshop launched the campaign, and this was followed by regional workshops. Simultaneously, FORCES is compiling a national database of individuals and organisations involved in child welfare and development.

Ireland

Togher Pre-School and Family Centre

Togher Family Centre — 1989 – 1995

The Togher area of the city of Cork is made up of public housing estates in which the unemployment rate is more than 50 per cent. A pre-school, established in 1973, is the base for the Togher Family Centre which started in 1986. Volunteers from the community are the project's single most important feature. Their participation is allied to close collaboration with peer organisations and professionals from the fields of education, health and development. All project activities are therefore part of a broad, integrated approach to finding better ways forward for Togher families and children. Provisions for young children include crèches, pre-school activities, after school programmes, and a pre-entry programme. This is complemented by work with and by parents: skills training, personal development and supervision. In the wider work of the project, there are several novel elements. One is a 'No name' community support group which finds ways of combatting vandalism within the mores of the local community. Another consists of partnership groups – such as the 'Promotion and media group' – which contribute to long-term sustainability. Inspired by the achievements of the project, the University College of Cork is now setting up a certificate course in family day care as part of its vocational education programme.

Mid-Western, Midland, and North-Eastern Health Boards

National parent support programme — 1993 – 1996

This new project builds on the success of the Foundation-supported Community Mothers Programme for young children and their families in Dublin. Each of the three collaborating health boards have identified a number of communities where particular indicators – unemployment rates, numbers of one parent families, and so on – are high. An empowering and mutually supportive approach will be adopted to help people to decide on their needs and then help them to find ways of meeting these. Work will include improving parents' ability to rear, educate and provide emotional support to their children. This will be carried out by Visiting Parents who will be recruited from the communities, and who will be given special training and continuing support to enhance skills such as leadership and understanding group dynamics. Appropriate and sustainable cooperation between the community and voluntary organisations will be encouraged, as will collaboration between the programme and statutory services.

Israel

The Association for the Advancement of the Ethiopian Family and Child in Israel

Beta Yisrael project 1985 – 1993

Adapting to life in Israel has been difficult for many of the 40,000 Ethiopians who have arrived there since the mid-1970s. From its inception, the project, located in Beer Sheva, has been concentrating on activities that strengthen the self-confidence of the immigrants, that help them integrate into Israeli society and that prepare their children for the future. To this end the project has developed enrichment programmes, home visiting services, group work for parents and adolescents, and a health education programme. Many of these activities are implemented by Ethiopians trained as para-professionals. The project has recently been extending its activities, and integrating them into existing services. Links have also been built up with other national organisations working towards helping the immigrant population integrate into Israeli society. The model established during this project is to be disseminated countrywide via a new five-year national programme, starting in September 1993. This will be implemented by the Israeli government and major non-governmental organisations.

The Trust of Programmes for Early Childhood, Family and Community Education, Ltd.

East Jerusalem project 1985 – 1996

Some years ago, the project developed a unique educational model which links centre- with community-based activities for young children and families in deprived neighbourhoods. Important elements of the model included: a training system for para-professionals; the extension of the 'parent' concept to include older sisters; and the involvement of fathers and adolescent boys. Work has expanded from its original base in Jerusalem and now reaches into the north of the country. Resource centres have also been established and these enhance outreach work while core activities include education about health, a slow learners' programme, leadership building and the production of Arabic resource materials – including a film on children's games. Future plans include a network of early childhood care providers.

Association for community and education in Acre (YAHAD)

Acre project — 1986 – 1994

Acre, in northern Israel, has poor housing, high unemployment and a lack of adequate educational facilities. The town's population is made up of a mixture of Jewish and Arab people; and the project is working with Arab and Jewish parents, children and other community members in an effort to overcome some of the problems affecting young children. Work includes creches run by the parents, a home visiting programme, para-professional training, day care suited to the needs of working parents, summer play schemes, computer courses and the production of Hebrew and Arabic resource materials. A wider programme of community development is operating and this includes helping new immigrant families to settle into Acre.

Israel Association of Community Centres (Matnas)

Early childhood and parent education — 1989 – 1993

Matnas operates in some 150 local community centres in development towns and depressed urban neighbourhoods in Israel, and promotes early childhood care provision in about half of them as a means of encouraging community development. This project focuses on four Jewish and two Arab centres, producing community profiles, establishing parent and adult groups, offering education about children and child development and enabling child care services. From this, training and curriculum models have been developed for professional and para-professional staff and for parents. The work of the project has had the effect of placing early childhood development on Matnas' national agenda, and has also strengthened the association's capacity for project planning, stimulating community participation, evaluation and networking.

Project Renewal, Jewish Agency for Israel

Kiryat Gat early childhood enrichment programme — 1991 – 1994

Kiryat Gat is a new town built, in the 1950s, to accommodate immigrants. Though its population of 30,000 come from more than 40 countries, Oriental Jews form the majority. Project Renewal, which

works with local residents in two disadvantaged neighbourhoods, includes an early childhood programme in its work. This has three elements. The first is for children and includes day care and enrichment of their environment and learning opportunities. The second is for parents, who are encouraged in their role as their children's prime educators through training, stimulation and home visiting. The third is for pre-school teachers and para-professional aides, and improves their skills through workshops on topics such as running pre-schools, child development and community activities.

Italy

Istituto per la Promozione dello Sviluppo Economico e Sociale (ISPES)
(Institute for Economic and Social Development)

Programma Infanzia – Basilicata
(Infancy programme Basilicata)

1986 – 1993

Basilicata, in southern Italy, is mountainous, thinly populated and offers few employment opportunities. Based on the experience gained by ISPES in a project supported by the Foundation until 1986 in neighbouring Mingardo, the project has introduced new ways of working in the health and education sectors. Its overall goal of better coordination and cooperation within and between the two services is complemented by efforts to sensitise parents and community members to their own capacities for involvement in the development of young children. A major part of the project's work has involved innovative and well-integrated training approaches for professionals and key people in the institutions. Additional activities throughout the region include the production of learning materials, launching parent education experiments and support for local initiatives, such as Cooperatives for Social Work.

University of Bologna

Po Delta project — 1987 – 1993

The Po Delta is a relatively depressed, predominantly agricultural rural area, with high unemployment rates. When the project started in 1987, little official attention was being paid to the needs of young children. As a result, high rates of school failure and drop out in primary and secondary education were common. Together with the Education Department of the Emilia Romagna Region, the University of Bologna has developed a series of flexible child care services operating in five communities. In each community, a centre has been set up which provides varied responses to the needs of children from 0 to 6 years of age. Activities make use of the resources of the family, the community and existing educational and social services. Members of the communities have been involved from the planning stage, and parents are encouraged to participate in planning of action and running activities at each of the five centres. A key feature of the work is to ensure that local resources are mobilised to support the centres once Foundation funding ceases.

Jamaica

University of the West Indies

Teenage mothers project — 1986 – 1996

Many babies in Jamaica are born to teenage mothers and low birth weights, malnutrition and illness are common among these highly disadvantaged infants. The project has established a residential day care centre which is also developing preventive outreach work for adolescents in the area's secondary schools, and has established health clinic-based activities. Programmes include academic elements as well as training in child rearing, parenting and life skills. A programme aimed at young fathers covers parenting and vocational training. Of the teenage girls who have taken part in programmes, 94 per cent have found employment or sought further education; while the outreach work has contributed to a dramatic reduction in pregnancies among teenage schoolgirls.

University of the West Indies

Advanced studies in early childhood education — 1987 – 1993

In Jamaica and the rest of the Caribbean, as in many other countries, training for teachers in early childhood education is generally at a low level. As a result, the University of the West Indies has designed a part-time Bachelor of Education course specifically for early childhood education personnel. The course, which runs for six weeks each summer over a period of six years, is training a cadre of specialist personnel who will provide leadership in early childhood education in both Jamaica and the region.

Ministry of Education/University of the West Indies

North Coast project — 1987 – 1993

The Foundation has supported a series of projects since 1966 which were designed to raise the level of Jamaica's community-run Basic Schools. The current project, based at a teacher training college, is developing a residential training course for Basic School teachers and offering specific support to teachers setting up and running Resource Centres. These aid Basic School teacher advancement and stress the need to give greater attention to increasing parental understanding of child development and to improving nutrition. Basic Schools originally catered for 4 to 6 year olds but increasing attendance by 3 year olds has led the project to evolve a curriculum for this age group which includes devising an associated training programme for teachers and suitable materials.

Grace and Staff Community Development Foundation (GSCDF)

South Side project — 1993 – 1995

GSCDF is unusual in that it receives substantial donations from the staff of a commercial company (Grace, Kennedy and Company Ltd.), matched at the rate of two to one by the company itself. These help to sustain a project which the Foundation also supports in South Side, central Kingston, an area of 20,000 people marked by over-crowded housing, rampant unemployment, child abuse and a lack of educational facilities. Eighty parents have formed their own organisation – called Parents for Inner-city Kids – and this has already resulted in an after school programme, business skills training, and a savings scheme to help pay school fees. A part-time coordinator is giving leadership training to a core group of twenty parents who will implement education for parenthood. A programme for community organisation will follow. Thanks to the professional contacts of GSCDF, the project

has access to the resources of street theatre groups, media specialists, university lecturers, social workers, women's groups, political parties and local entrepreneurs.

Okinawa Association of Community Book and Toy Libraries

Okinawa Project

1992 – 1995

The Okinawan people living on the southernmost islands of Japan, have a language and culture which is distinct from the rest of the country. They also have a lower standard of living than most Japanese: per capita income is two-thirds that of the national average and unemployment is three times higher. Children start school at a disadvantage because they speak little or no Japanese and partly because of this, drop-out rates are high – only 18 per cent of the islands' high school graduates enter university as compared to the national average of 38 per cent. The Okinawa Association of Community Book and Toy Libraries, an organisation of parents' voluntary groups, is working to enhance the holistic development of local children. Activities include strengthening a network of grassroots community libraries, improving Japanese language skills while maintaining the Okinawa language and culture, and reinforcing parents' child rearing skills. Resource materials are being designed and produced, and these include Okinawan folktales, plays and toys.

Kenya

Ministry of Education/Kenya Institute of Education

NACECE/DICECE Programme

1984 – 1994

The National Centre for Early Childhood Education (NACECE), based at the Kenya Institute of Education in Nairobi, coordinates and supports early childhood teams throughout the country. Working through District Centres for Early Childhood Education (DICECEs), the programme provides training for pre-school teachers and trainers; helps to develop curricula and teaching methods adapted to the language, culture and traditions of local communities; encourages research and evaluation activities; and emphasises the involvement of parents and the local community in all aspects of pre-schools. This includes building, equipping and managing pre-schools, providing resources and materials – including health education books – and contributing to the curriculum. Training by NACECE/DICECEs is usually provided in the localities and schools where people work.

Ministry of Education/Kenya Institute of Education and Samburu County Council

Samburu project — 1989 – 1993

The Samburu people, living in the northern part of Kenya, are by tradition nomadic and rely on a subsistence economy based on cattle. Demographic changes, drought and disease have decimated the herds and led to radical changes in the Samburu way of life. The project, initially concentrating on three areas, is working with families, communities and existing services to develop programmes which will improve the quality of life of young children. Particular attention is being given to: education; environmental and personal hygiene; food production and conservation; nutrition; health; and an understanding of traditional survival skills in the context of the culture and traditions of the Samburu people.

Ministry of Education/Kenya Institute of Education

Regional Training and Resource Centre, Africa — 1990 – 1995

The Regional Training and Resource Centre (RTRC) is housed in the grounds of the Kenya Institute of Education. The objectives of the RTRC include the identification of training needs and expertise in the region; the organisation of short-term training programmes and theme-based regional workshops; and the building up of a collection of educational and training resources relevant to the region. Its publication programme includes a twice yearly newsletter, *Mwanu*, and training manuals. While the initial focus has been on projects supported by the Foundation, all the RTRC's programmes and resources will eventually be available to early childhood workers throughout the region.

Jomo Kenyatta University College of Agriculture and Technology

Mumias Project — 1992 – 1995

(In association with the S-K Foundation, The Netherlands)
Over the last 15 years, a change in the economic base of the area around Lake Victoria in western Kenya has had a strong impact on the local population. The small subsistence farmers living traditional lifestyles have now become paid employees on sugar cane plantations as the land has been opened for large-scale sugar companies. As farmers leave ancestral lands to live in villages, they no longer grow their own food; instead they are dependent on products bought from travelling salesmen at inflated prices. This has, in turn, led to increased malnutrition and higher rates of infant mortality. The university, with Foundation support, is forming and training Village Development

Committees in the Mumias area to improve general living conditions. Activities include working through mothers to raise health awareness, training community health workers and traditional birth attendants, and collaborating with plantation managers to increase their understanding of the health and nutritional needs of the workers. One major focus is low-cost sanitation and water management, another is encouraging the production of organically grown nutritious plants for local consumption and for sale.

African Housing Fund

Working women's children — 1992 – 1995

Much of the work of the African Housing Fund is about creating viable income generating activities for the poorest and most marginalised people in Africa. This project adds to that work by focusing directly on community-based early childhood development in Kenya. It has two sub-projects: one is with women's groups in Nairobi, the capital; the other is based in the northern, semi-arid area of Kitui District. Integrated nursery schools and day care centres are being established. These provide education for mothers in early childhood development, and also offer family planning programmes and pre- and post-natal care. A complementary primary health programme is also operating in the same areas and there is considerable cross-fertilisation between the two.

Lesotho

Ministry of Education

Early childhood development programme — 1989 – 1993

Lesotho's population is largely rural and lives in remote mountainous areas with few services. Early childhood development centres have been established by local communities in much of the country and are supported by the Early Childhood Division of the Ministry of Education. Resource people have been identified in each region of the country who can pass on information to local leaders, teachers, parents and communities about the developmental needs of young children, and about ways of meeting them that are appropriate to local culture and traditions. The Early Childhood Division supports the programme with training, curriculum development, materials-making workshops, and supervision and registration of centres. Radio programmes encourage community mobilisation and a wider advocacy programme creates greater awareness nationally and locally of the needs of young children.

Malaysia

Federal Land Consolidation and Rehabilitation Authority (FELCRA)

Young children in child care

1992 – 1994

FELCRA has the task of resettling families on unused land throughout Malaysia. To facilitate this process, it operates an integrated social development programme for resettled families which includes centre- and home-based child care facilities. A steering committee of individuals and representatives from appropriate agencies defines roles and responsibilities, and monitors and evaluates. Local child care consultants offer guidance and advice. FELCRA has now developed a training programme for a core group of 30 trainers drawn from childminders, parents and FELCRA's on-site extension workers. Training has two components. One is centralised and covers methodologies and approaches; the other is on-site and is based on practice. The core group of trainers will go on to train resettled people as care givers in home and centre-based provisions, and will also provide them with follow-up, in-service support when needed. Parents, older siblings and young people are encouraged to take responsibility for the development of young children, and simple but effective activities and materials are used. FELCRA will seek accreditation for its training scheme.

Persatuan Sahabat Wanita Selangor (Friends of Women)

Community pre-school

1992 – 1993

The work of this project is preparing the ground for a wider programme in the future. It is active in Kuala Lumpur, upgrading existing child care services, developing resource materials, devising a training programme for existing staff, and networking with other agencies involved in ECD. At the same time it is providing child care facilities for 4 to 8 year olds, establishing a support group for mothers, offering counselling on teenage pregnancy and promoting the use of existing pre-school buildings as a community resource.

Mexico

Secretaría de Educación Pública, Dirección de Educación Inicial
(Department of Public Education, Early Education Unit)

Proyecto Alalil
(Alalil project)

1990 – 1993

Mexico's education system, materials and methodology have always been heavily centralised and based on conditions in Mexico City, regardless of the country's wide cultural differences. A project in five states, based on a previous Foundation-supported project, has been training promotoras to work with disadvantaged indigenous children and families. The promotoras use a specially developed manual and this is now being adapted so that it is more culturally appropriate.
Work centres on enabling parents with 0 to 5 year old children to use the manual in the home environment to stimulate their children's development. The training activities now also include preparing local professionals and education officials, as well as community members, to assume full responsibility for monitoring and disseminating the programme.

Comisión Mexicana de Ayuda a Refugiados (COMAR)
(Mexican Commission for Assistance to Refugees)

Educación Inicial del Niño Refugiado
(Early education of the refugee child)

1990 – 1993

Over the last decade, violence and discrimination against indigenous groups in Guatemala has caused approximately 40,000 people from indigenous communities to flee over the border into Mexico. Many refugees suffer from health and nutrition problems, trauma, and the results of broken families. Most are unable to speak Spanish and therefore have difficulty in starting to build a life in Mexico. COMAR, in conjunction with the *Secretaría de Educación Pública*, is working with the refugees to stimulate non-formal early education using a network of *promotores* which has been developed in the refugee community. Training and resource materials for the *promotores* are provided by the *Alalil* Project (see previous entry). The project concentrates on parent education, on early stimulation, and on health and nutrition. It also helps parents understand and improve the psychological conditions of their children.

Enlace de Comunicacion y Capacitacion (ENLACE)
(Network of Communication and Training) and **Centro de Encuentros y Dialogos** (CED) (Centre for Meetings and Dialogue)

Educación popular infantil (Popular education for infants)

1992 – 1995

ENLACE and CED are both non-governmental organisations which help local groups to set up and strengthen community-based projects in a number of fields, including child care and education. In this project they are working with urban and semi-urban community associations which are either running their own child care facilities for 0 to 6 year olds, or are in the process of setting them up. Activities include: training volunteers and professional staff; facilitating the exchange of information and experiences between the associations; promoting research into needs; producing new materials and techniques; advocating for children's rights; and evaluating. ENLACE and CED are also strongly involved in networking. This means that, although the work of this project is concentrated in the Greater Mexico City area and in the smaller town of Guernava, materials, experiences and outcomes are shared across the country.

Centro de Estudios Educativos (Centre for educational studies)

Nuevos espacios educativos (New educational spaces)

1992 – 1995

This new project is inspired by a study carried out in 1991/1992 in four major cities in Mexico which showed a clear need to improve non-formal day care facilities. Work started with an analysis of current practices in existing day care centres, and will continue with the development and testing of methodologies and materials. This will be undertaken by experienced staff members drawn from each of the centres. The result will be a programme of activities designed to greatly strengthen the participation of family members and to create a good developmental environment for children. Processes and outcomes will be shared through seminars, workshops and publications. The work of the project, by bringing together staff from a number of centres, will also reinforce COMEXANI – a national association of non-governmental organisations dedicated to action for children and young people, predominantly in urban environments.

Morocco

Université Mohammed V (Mohammed V University)

Attale 1990 – 1994

Attale is the Arabic word for children and is also an acronym for *Alliance de Travail dans la Formation et de l'Action pour l'Enfance*, which means Union of Work in the Education and Action for Children. The project is focusing on producing low-cost educational materials, and in-service training of pre-school teachers. In close cooperation with the Ministry of Education, the project is improving training capacity and playing a central conceptual and support role in building up a network of people and groups involved in pre-school education in Morocco.

Ministère de l'Education (Ministry of Education)

Koranic Pre-Schools 1990 – 1994

The Koranic school system in Morocco, incorporates over 34,000 schools. Although the system is privately run, pedagogical supervision is the responsibility of the Department of Primary Education at the Ministry of Education. The Ministry initiated this project to upgrade the quality of the Koranic pre-schools, which range from the traditional to the modern, within the cultural and religious traditions of Morocco. An in-service training programme, using a new concept of pre-school education, is being introduced in five districts. In each one, two schools have been selected to serve as demonstration models and resource centres for pre-school teachers and supervisors. Particular emphasis is being put on the transition of children from pre-school to primary school, and on the production of low-cost educational materials.

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Mozambique

Secretaría do Estado de Acção Social (State Secretariat for Social Affairs)

Hulene project

1989 – 1994

Hulene is a neighbourhood 10 kilometres from the capital, Maputo. Its 80,000 inhabitants include many people from other parts of the country who have sought refuge from the war, drought and other natural disasters. About 7,000 children aged 2 to 7 attend the *escolinhas*, some of which are simply sites under a tree which have been set up by members of the community. The project has a training programme for the *animadores* working in the *escolinhas*, most of whom are young men and women. A guidebook for the *animadores* suggests diversified activities for children's learning that are related to their own reality and environment. The production of other learning materials and toys from locally available resources is also underway.

Associação dos Amigos da Ilha de Moçambique (AAIM)
(Association of the Friends of the Island of Mozambique)

Community-based early childhood development

1990 – 1994

The district of Ilha de Moçambique comprises an island off the north east coast of Mozambique and a part of the adjacent mainland, and has a unique cultural heritage. Its multi-ethnic population – African, European, Indian and Arab – has increased from 40,000 to approximately 50,000 as a result of the war. There are no day care facilities, and younger children are looked after by older siblings while their parents work. Health, hygiene and nutrition levels are poor, with 43 per cent of the children suffering from malnutrition. The project acts through prominent cultural and women's groups to stimulate the development of active community organisations. Work directly with children of both the islanders and displaced persons takes place in informal settings, making use of spaces where they naturally congregate. An important element in the work of the project is training parents in child development and nutrition; another is preparing young men and women from the community to become monitors in the centres. Contributions from older family members are sought and welcomed: they tell stories, participate in play and give advice about child rearing. This project is also being sponsored by the Commission of European Communities.

Namibia

The Rossing Foundation

Erongo pre-child initiative — 1993 – 1996

The project is working in rural areas in the western region of the country. The aim is to develop a community-based approach to early childhood development that is suited to local needs. The Erongo Resource Centre will be upgraded and training and support strategies are being developed for the many people who are already involved in ECD – parents and families, educators, community and health workers, schools, community leaders and churches. The project is also actively involved in national ECD issues and policy making and is collaborating with relevant Ministries and NGOs.

Council of Churches in Namibia (CCN)

Namibian child development network — 1993 – 1997

The Council of Churches in Namibia (CCN) is an umbrella association of different Christian churches representing an estimated 80 per cent of the population. Through its newly-established Children's Desk, CCN will develop a training and resource network for early childhood workers and trainers in order to expand and strengthen community services for young children. The Desk will organise workshops to reinforce the ability of early childhood workers to provide home-based care. Educational materials will be developed and disseminated: a newsletter and a regular series of radio programmes are being planned. Particular emphasis is being given to the creation of awareness about the developmental needs of children, especially disadvantaged children, among parents, communities, and the public at large. This will be accomplished through exhibitions, talks, workshops, home visits and community meetings. The desk is also involved in setting up a programme for Angolan refugee children.

The Netherlands

Stichting het Kind in de Buurt (Child and Neighbourhood Organisation)

Het Kind in de Buurt (Child in the neighbourhood) 1985 – 1996

The project began in the province of Groningen in the north of The Netherlands, by working with: children aged 0-4 and their parents who use subsidised child care provision; child care workers; and adolescents in vocational schools and their teachers. Following dissemination of the approaches which were developed through regional networks, the current phase aims to influence national education policies and achieve nationwide dissemination by working with existing national and regional institutions. Educational materials that have been developed for adolescents, activity programmes for young children, and training methodologies for child care workers are being disseminated. Particular attention is given to interaction processes with the children and better communication with the parents. The project has developed and introduced an education programme on responsible parenthood and parenting techniques with the staff of the vocational schools. The essential feature of the project is the interlinking of the activities in day care centres and the education of the adolescents in the schools.

Stichting de Meeuw (Seagull Organisation)

Samenspel (Joint Action) 1989 – 1996

During its first phase, the project tested out strategies to reach Turkish and Moroccan immigrant families with young children in two areas of Rotterdam designated as Educational Priority Areas by the Ministry of Education. It explored effective ways to encourage them to participate in afternoon playgroups in centres within two neighbourhoods. Training of the play leaders in planning activities for the children and for the mothers, jointly and separately, grew gradually as the project took shape and experiences and methodologies were documented. In its current phase the approaches are being disseminated throughout the city and it is hoped to integrate the afternoon playgroups into existing day care provisions. The project is working with existing institutions and is producing a manual on how to organise play afternoons. In addition to the work at field level, the project is also concerned with policy. At city level, *Stichting De Meeuw* is setting up a platform for discussion and exploration of existing and possible pre-school interventions aiming at increasing the developmental level at which four year olds enter formal school.

Stichting Pro Infantibus (Organisation for infants)

Kind in de buurt (Child in the neighbourhood) — 1990 – 1993

Following the pioneering work of the project of the same name in the north of the country (see above), a foundation established in the southern province of Limburg is introducing similar methodologies in day care centres and vocational schools in the town of Maastricht. Aiming its activities at similar target groups as Groningen, the project has adapted materials and developed new approaches for the training of day care workers. One such approach is the use of video in training and this is being documented for further dissemination. Other programmes include child stimulation, parenthood and coping skills for adolescents.

Nederlands Instituut voor Zorg en Welzijn (NIZW)
(Netherlands Institute of Care and Welfare), in cooperation with the Kruisvereniging Breda (Breda Health Care Association)

Moeders informeren moeders (Mothers inform mothers) — 1991 – 1994

Early childhood health care in The Netherlands is carried out by non-governmental organisations called *Kruisverenigingen*, which serve more than 60 per cent of the population. Although the staff of the *Kruisverenigingen* are highly experienced, they are unable to reach disadvantaged families effectively. A pilot project has been started in two areas of Breda aimed at first-time mothers and their children aged 0 to 4 years. Mothers from these communities have been trained as voluntary home visitors and it is hoped that their contact with families in their community will stimulate parents to join the programme. The project is disseminating its findings and methodologies through publications and seminars and the aim is to eventually incorporate the programme into the regular services of the *Kruisverenigingen*. The pilot project draws on experience gained in other Foundation-supported projects in the UK and Ireland.

Anne Frank Stichting (Anne Frank Organisation)

Dit ben ik (This is me) — 1992 – 1994

The Anne Frank Organisation, known for keeping alive the memory of Anne Frank, is also engaged in sensitising the general public towards expressions of racism and discrimination. Through this project, a multicultural curriculum for children between 4 and 7 years to be used in primary schools is being developed. It aims to: improve the social climate in the multicultural classroom; enhance parents' understanding of what schools are trying to achieve and how they can actively participate; and give teachers methods and instruments that allow for a

better understanding of the children in their care. The curriculum is being developed in four schools and will eventually be disseminated through training institutions, primary schools and the media.

Netherlands Antilles

Centro pa Desaroyo di Antias (SEDI Antia)
(Centre for the Development of The Netherlands Antilles)

Antilles early childhood programme — 1986 – 1995

The project works on five Antillean islands to improve the quality of day care and home-based nursery services. The adoption of Dutch as the official language has kept the islands apart from educational developments elsewhere in the Caribbean. Day care provision is insufficient to cater to the needs of the islands, especially with more mothers seeking paid work to help their families survive. The project runs basic training courses for untrained day care employees, and diploma courses for the directors of creches and play schools. Appropriate learning materials, geared to the needs of each island, are being developed and a Training and Resource centre has been established in Curaçao which will assist in similar activities for the other islands. The project also reaches parents and child care workers through radio programmes, and the distribution of educational materials.

New Zealand

Early Childhood Development Unit

Anau Ako Pasifika
(Family Education
in the Pacific way)

1988 – 1993

Three per cent of New Zealand's population are people from the Pacific Islands of Samoa, the Cook Islands, Niue, Tahiti, Tonga, the Tokelau Islands and Fiji. Originally coming to New Zealand for employment, Pacific Islanders now face unemployment rates of up to 30 per cent – the highest in the country. The project has developed a home-based programme in three urban areas that works to improve health practices, nutrition and parenting skills within the Pacific Island community. Parent support groups have been formed and children's progress in primary schools is monitored. Activities focus on the language and traditions of the Pacific Islands, as well as on the English language and the local environment. Low cost, culturally appropriate resource materials are being developed.

Presbyterian Support Services (Northern)

Kaiawhina project
(Mentors project)

1993 – 1997

The project is working with disadvantaged Maori and white teenage mothers and their babies in the Bay of Plenty, North Island. A network of mentors – *kaiawhina* – who are older para-professionals, visit between 12 and 15 mothers each week for an 18-month period to provide support and advice. The project is training the *kaiawhina* and giving them continuing support. It also runs a mobile 'life-health' educational services bus which contains videos, displays, demonstration equipment and a toy library. The aim is to provide flexible, comprehensive and culturally appropriate early childhood development services that involve mothers, parents and the extended family, as well as to contribute new knowledge on bicultural early childhood interventions. It is expected that the strategies being developed will eventually be disseminated nationally.

Nicaragua

Ministerio de Educación (Ministry of Education)

Rural pre-schools — 1990 – 1993

During the first two phases of the project between 1981 and 1989, efforts were concentrated on the construction of an adequate infrastructure and developing a possible model for community-based pre-schools in four of the country's six regions. The pre-schools used local mothers trained as para-professionals, student volunteers under the guidance of professional teachers, and staff of the Ministry of Education. The project now increasingly operates from community centres and facilities, and from private homes. In its current phase, in spite of fundamental changes in the public sector because of a change of government in 1990, the project has expanded to more communities in other parts of the country. It is working to refine the training courses and to increase the involvement of parents and community members to create a more supportive environment for the young child.

Centro de Educación y Comunicación Popular (CANTERA)
(Centre of popular education and communication)

Los Cuniches
(The Youngest Ones) — 1989 – 1995

Ciudad Sandino is a highly disadvantaged municipality close to Nicaragua's capital, Managua. Its 80,000 inhabitants live in conditions of extreme poverty, lacking practically all basic services. Many children are at risk, confronting malnutrition, severe neglect, abandonment, violence and sexual abuse. The project involves the community in finding solutions to these problems. In the first phase, the project trained *promotoras* from the community to work with younger children and adolescents in educational and recreational programmes. In the second phase the focus is on educational programmes with younger children, while the adolescents now have a seperate skills training programme. A number of activities are offered by the *promotoras*, including art, crafts, music, personal development and school preparation, with support from the CANTERA staff. Work takes place in informal areas such as homes and small churches, often with an innovative approach. An example of this is ensuring that topics which are important to children – such as family relationships, social relationships and violence – are raised. Discussions are held with the children and the results of these are then made into stories which are published regularly in a strip cartoon magazine called *Popolitani*. This is sold throughout Ciudad Sandino and is often used to stimulate discussion among children, parents and other community members.

Centro de Informacion y Servicios de Asesoria en Salud (CISAS)
(Centre of information and support for health)

Proyecto Niño a niño
(Child to child project)

1991 – 1994

Political instability and natural disasters in Nicaragua have severely affected the country's economy, infrastructure, food production and social services. As a result, the health of much of the population, especially children, has suffered. Although everyone is entitled to free health care, this is not available due to the lack of facilities, supplies and trained health workers. Because of the absence of curative health care, CISAS is concentrating on preventive work and health education. CISAS' activities include training para-professional workers to focus on the health and nutrition needs of young children, and running a health education programme for parents. The 'child-to-child' approach is used to introduce health education to local teachers, and as the basis of training programmes for resource persons in the community to ensure that the health and nutrition issues are explained to children. These children act as information suppliers and multipliers while contributing to effective care for younger siblings in their families and communities. CISAS will develop support materials for the training of para-professionals as well as educational materials for them to use with the children. Materials for a health education programme for parents, including a video, will also be produced.

Nigeria

UNICEF (Nigeria)

Child development programme

1987 – 1992

UNICEF has been working with the Federal Ministry of Education and a parastatal organisation, the Nigerian Educational Research and Development Council, to develop alternative community-based, low-cost approaches to early childhood development. The programme's social mobilisation approach involves all those who look after young children – mothers, siblings and other care givers – and emphasises child development, health and nutrition, the use of locally relevant materials, and the reinforcement of local languages and traditional cultures. In 1991, the number of Local Government Areas involved increased from five to 16. The programme is part of a wider initiative involving different sectors and ministries which promotes rural development and aims to lessen the heavy burden of food production and processing which falls on women and children.

Organisation Mondiale pour l'Education Préscolaire (OMEP)
(World organisation for pre-school education)

Mushin Community Day Care

1991 – 1994

Large shanty towns have developed in Lagos, Nigeria's capital, as housing provision cannot keep up with the numbers of people arriving from rural areas. Living conditions in Mushin, one of the most deprived areas, are impoverished and overcrowded. Ill health and poor nutrition are common, and most families subsist on minimal earnings from street trading, in which children often participate. As parents work long hours, there is heavy demand for child care. Existing child care centres are overcrowded, have few resources and the care givers are often untrained. OMEP, with Foundation support, is working to improve the education and care of children through providing skills development and learning opportunities to the care givers, and training to produce low-cost learning materials. Contacts are being made with families, local services and community groups to create a support network for the care givers and families of Mushin.

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Pakistan

International Rescue Committee

Kodakistan Education project

1987 – 1993

Most of the Afghans who have taken refuge in neighbouring Pakistan come from rural areas and are largely illiterate. Their physical condition is poor, with widespread malnutrition and general health problems. Children especially lack stimulation and support. The project runs an early childhood training programme in Peshawar which includes a *Kodakistan* (a place for children to learn) and a resource centre; and it supports the establishment of *Kodakistans* in refugee camps. Original resource materials have been developed and produced in the two major Afghan languages. The project has succeeded in developing culturally appropriate childcare and educational facilities and is giving special attention to improving health and nutrition.

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Peru

Ministerio de Educación (Ministry of Education)

National non-formal education programme

1990 – 1995

As a result of its first two years' work, the project is now refining its activities by focusing on specific developmental needs of three distinct groups of children: those from 0 to 3 years in Amerindian rural areas; those from 3 to 5 years in both rural and urban areas; and bicultural urban children from 3 to 5 years. For the younger group, activities centre on health, nutrition and general development: a specially designed parent training programme is being produced. For the older ones, there is more emphasis on the child's environment and its role in helping intellectual and emotional development: close working relationships between pre-school workers and parents are encouraged. For the older children, who have an increasing awareness of problems of their cultural identity and who are also trying to adjust to a more rigid school curriculum, the project is developing special educational materials and is encouraging teachers to produce more appropriate curricula. The project is also sub-contracting its services to non-governmental organisations in the region as a way of disseminating its ideas, experiences and materials.

Portugal

In Loco

Rede de Apoio ao Desenvolvimento Integrado do Algarve (RADIAL) (Support Network for Children and Community Development in the Algarve)

1985 – 1994

The rural areas of the Algarve offer few employment opportunities and have suffered from emigration for generations. In earlier phases, the project experimented with an approach to early childhood care and education linked to community development. Educational, multi-purpose community centres were established in four areas that are now run by local associations. Adventure playgrounds and resource centres have been set up; cultural and educational events are organised for children and adults; and teaching materials have been developed. RADIAL is now disseminating its training programmes, operating models, and materials throughout the Algarve region; and gives mobile educational support to families and children in the most isolated areas. With the support of the European Community, the Ministry of Education, local and regional government services and the Polytechnic of Faro, *In Loco* has encouraged new income generating activities.

Instituto das Comunidades Educativas (ICE) (Institute of Educational Communities)

Escolas Isoladas
(Isolated schools)

1992 – 1995

Rural schools in Portugal tend to be small with few resources. Teachers are moved frequently and do not usually identify with the children and communities where they are working. The result has been high dropout and failure rates of the children. Against this background, ICE is coordinating and building on experiences gained by ECO (a former Foundation-supported project) and producing a range of integrated educational facilities to complement Portugal's formal system. As part of this, the Isolated Schools project aims to establish 'educational communities' in which all participate – pre-school and primary school children, teachers, parents, other community members and social and educational services. This is accomplished by: 'community school days' that bring together participants from a number of villages; children's correspondence between schools; local bulletins; mobile education services and support in the most isolated communities; and cooperation with other services, including teacher training institutions, adult literacy programmes and income generating cooperatives. Work is currently being undertaken in six areas of the country with the full support of the Ministry of Education and universities and training institutes.

Singapore

NTUC Child Care Cooperative

Alternative child care

1986 – 1993

National Trades Union Congress (NTUC), through its Child Care Cooperative, provides some 1,800 child care places in more than 15 centres. It aims to provide affordable child care for working parents and to promote better quality child care through training and dissemination of information.

The project has developed toy and book libraries, story telling sessions, parent-teacher groups and a scheme where elder brothers and sisters come to the centres and work with the children. In this last phase of the project the emphasis is on transferring project-derived activities to other day care centres, including those outside the NTUC network, and improving the quality of involvement of adults and young people in the programme. This includes supporting and strengthening local management committees to become more active in disseminating the alternative child care model through participatory means.

NTUC Child Care Cooperative

Regional Training and Resource Centre for Asia

1988 – 1993

A regional training and resource facility for early childhood care and education, based in Singapore, has been established to: help identify training needs in Asia; identify training expertise throughout the region in order to build up and support regional training capacity; develop training courses; and provide a collection of educational and training materials. The centre, operated by the Child Care Cooperative of the National Trades Union Congress (NTUC – see previous entry), runs workshops for training of trainers on themes of common interest in the region. While the RTRC's initial focus was on projects supported by the Foundation, all the programmes and resources are now available to early childhood workers throughout the region.

South Africa

Community Education and Development Trust

Chatsworth Early Learning Centre — 1984 – 1995

The Early Learning Centre (ELC), in the Durban suburb of Chatsworth, was established in 1978. It provides training for teachers of preparatory classes attached to primary schools, supports childminding activities, runs parent groups and organises playgroups in townships around Durban. Community activities include health education for adults, medical screening of pre-school children and a variety of adult education courses. During the current phase, work in the field of child advocacy and support of children's rights is being expanded.

Entokozweni Early Learning and Community Services Centre

Entokozweni project — 1986 – 1995

The Early Learning and Community Services Centre, set up in 1974 in Soweto caters for children from 0 to 6 years of age. The Centre tries to meet the demand for trained pre-school staff by organising in-service training, training workshops and demonstration classes for pre-school workers. School readiness classes for children without pre-school experience and a programme where childminders are trained are also linked to the project. Programmes for parents strengthen understanding of their educational roles, while project-trained home visitors focus on health and nutrition as well as educational activities in a home-based playgroup programme. The project also advocates for the interests of young children at local and national levels.

Centre for Social Development, Rhodes University

Grahamstown project — 1984 – 1995

The Centre for Social Development is involved in training pre-school teachers, building community support structures and organising parent committees to encourage independent functioning of pre-schools. The Centre also works with home care groups and trains childminders. Outreach activities have resulted in the establishment and support of farm-based pre-schools in the rural areas around Grahamstown. Further work is being undertaken on the development of theme-based packages for use in pre-schools and home care groups and on a parent education programme in health clinics and pre-schools.

East London and Border Association for Early Childhood Educare

Border Early Learning Centre — 1987 – 1995

This project continues and expands the work of an earlier Foundation-supported project by providing in-service training for pre-school teachers in the East London and Border area. It has a training programme with para-professionals in hospitals to support the overall development of children in their care, clinic-based activities for mothers, and a support programme for newly established pre-schools in the eastern part of the Cape Province. The Centre's Teacher Educare course has been accredited by the South African Association for Early Childhood Educare and has set a standard for pre-school teacher training throughout the country. Satellite centres have been successfully established in the region and have taken over part of the training and support activities. Training is followed by support visits of the Centre's staff to the participants' places of work. The project is also developing an extensive training module for community workers.

Rural Pre-school Development Trust

Ntataise — 1981 – 1995

Ntataise (a South Sotho word meaning 'to lead a young child by the hand') began by training local women to work in farm-based pre-schools around Viljoenskroon in the Orange Free State. Several hundred para-professional pre-school teachers have either been trained at *Ntataise*'s own training centre, or receive support from *Ntataise* field workers. The project cooperates in rural outreach programmes with other Foundation-supported projects in Grahamstown, East London, Queenstown and Cape Town as well as with the Rural Foundation. More emphasis is being laid on community and parental involvement as well as on support for training, information and resources for rural early childhood programmes.

Western Cape Foundation for Community Work

FCW outreach project — 1987 – 1994

The Western Cape Foundation for Community Work (FCW) supports community-organised pre-schools in and around the Western Cape and Cape Town. It provides a variety of services related to young children and their families including: training of para-professionals and supervisors for pre-schools; support for home visiting programmes; training and support for home-based childminders; and advice and practical experience on curricula, toys and other materials. Communities wishing to set up their own early childhood centres are assisted with training programmes which enable them to initiate and manage all aspects of the task and eventually become autonomous.

Spain

Ayuntamiento de Santa Fé (Municipality of Santa Fé)

Capitulaciones 92 (Chapters 92) — 1989 – 1995

This is a project which works both in rural and in urban areas. It is operating in the town of Santa Fé and in five neighbouring municipalities in Andalucía, Spain's second poorest region. Beginning with a drop-in centre in the town for children from birth to three years and families, work now includes a home visiting programme for future mothers, a child-to-child programme, and activities for gypsy children and their families. Training seminars are run for pre-school and primary school teachers and the project cooperates with local educational, social and health services. The aim of the training is to develop a relationship based on partnership between families, schools and social services to meet the developmental needs of young children. Emphasis is placed on outreach activities with families and the communities including out-of-school activities for older children that are promoted through schools, parishes and local services.

Ayuntament de Barcelona, Patronat Municipal de Guarderies Infantils
(Department of Pre-school Education, City of Barcelona)

Context Infancia 1989 – 1996
(The Context of Childhood)

The project is developing an integrated approach to the education and development of children aged 0 to 6 in urban areas. In a first phase, support was provided to *Escolas Bressols* (for 0 to 3 year olds) and *Parvularis* (for 3 to 6 year olds) to enhance closer relationships between the home and school environments. The project is now disseminating this approach in four disadvantaged areas of Barcelona. Strategies include family drop-in centres; a programme for first-time mothers; home-based activities with immigrant and gypsy families; child-to-child activities; on-the-job training for pre-school teachers; cooperation with health and social services; the production of dissemination and information material; and the promotion of intercultural learning in schools and the community. There is close cooperation with the Municipal Education Research Unit and the University of Barcelona, which leads to good documentation as well as practice-based research.

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Swaziland

Ministry of Education

Early childhood development project

1990 – 1993

Most of the 200 early childhood centres throughout Swaziland were built by the communities which they serve. They are supported by the parents and run by teachers from the local community. As many of these teachers are not formally trained, the project has developed an early childhood curriculum and materials, and trains both teachers and trainers. Awareness meetings for parents, communities and decision makers are held on the importance of early childhood development, health and nutrition, and toy production workshops are being organised. The project is working to increase parental involvement in the pre-schools and to improve the links between pre-schools and primary schools.

Thailand

Écoles sans Frontières (Schools without Borders)

Refugees in Thailand

1984 – 1993

Victims of conflicts in Indochina who live in refugee camps in Thailand frequently succumb to a situation of dependency, isolation, inactivity and depression. Young children are among those most affected. The project, operated by *Écoles sans Frontières* and Caring for Young Refugees, has been working to improve the quality of child care and education services as well as to encourage self-help among the parents. The project's educational activities attempt to use children's everyday experiences to stimulate their all-round development. Some of the camps are now closed and more of the refugees are being repatriated. The focus with those refugees remaining is increasingly on preparations for creating the skills to maintain good quality child development activities when they return to their home countries. Thai staff who work in the camps are being given the opportunity to re-orient their skills in order to work with the local population.

Save the Children Fund, UK

Nongkhaem 1991 – 1994

The majority of the 2,000 inhabitants living around the Nongkhaem garbage dump on the outskirts of Bangkok are dependent on the dump for their livelihood. There are no services for the 300 or so children under five years, many of whom suffer respiratory illnesses and malnutrition. Immunisation rates are low, and neglect, abandonment and abuse of children are common, as is drug abuse. Save the Children has been working with the Foundation for Slum Child Care (FSCC) which has trained women (*piliangs*) from the community who now run a day care centre and carry out home visits. At the centre, children's health is monitored and appropriate food is provided. Parents are encouraged to become involved in the work and the *piliangs* are playing an important part in improving child rearing skills within the community. Besides addressing the physical welfare of children under five, FSCC aims to provide a safe, stimulating and developmental environment for them by strengthening local skills.

Maya: The Art and Cultural Institute for Development

Children centre stage 1992 – 1994

Maya was established in 1981 and is active in social development through the arts and culture. It started a theatre-in-education programme in 1989 on self-reliance, social concern and peace education and on environmental education which presented these themes to over 80,000 children in kindergarten and primary school classes in Bangkok. The current project aims to promote critical thinking in young children to counter external cultural influences that are considered harmful to child welfare. A mobile theatre programme using interactive techniques has been devised for children aged 5 to 9 years. This uses nutrition education as a starting point and is based on the realities of life in slum areas. In addition to the interactive performances in schools and for parents, workshops are being held for teachers which focus on the development of critical thinking in children. Resource materials for teachers, parents and children – including a handbook, teaching aids, puppet bags and videos – are also being produced.

Trinidad and Tobago

Ministry of Education/Servol (Service Volunteered for All)

Servol – National Programme	1987 – 1993

Since 1987 Servol has been acting as the agent of the Ministry of Education in the pre-school field. Through a non-formal programme, local communities provide the basic physical and other support structures and Servol trains and supervises early childhood educators from those communities. Usually poorly qualified academically, the trainees learn not only about pedagogic issues but also skills which will enable them to be 'agents of change' within their communities. This involves emphasis on health and nutrition for children and adults; the involvement of parents and other community members in the life of the school; parent education; fundraising; coordination with local primary schools; attention to local environmental issues such as sanitation, electricity supplies or transport; and the organisation of community events and action. By the end of the current phase it is anticipated that some 220 pre-schools will be participating in the programme, all managed by local Community Boards of Education.

Servol (Service Volunteered for All)

Regional Training and Resource Centre for the Caribbean	1990 – 1993

A Regional Training and Resource Centre (RTRC) has been established in Trinidad that serves the Caribbean. Based at Servol (see previous entry), the RTRC works with governmental and non-governmental organisations to identify, facilitate and develop training programmes in early childhood and adolescent development and parenting. The emphasis is on community-based services within the various Caribbean territories including regional and local training teams and the development of pre-school schemes and adolescent programmes appropriate to specific contexts and needs.

United Kingdom

University of Aberdeen

Young Families Now — 1986 – 1994

The project started by focusing on empowerment in a former close-knit fishing community which has had problems adapting to the economic and social changes brought about by the advent of the oil industry in Aberdeen. Through the years, the project has enhanced the creation of a variety of community-based child care provisions; has developed local networks; has expanded its training programme to rural areas within the Grampian region; and has established fruitful partnerships between parents and professionals. It has also successfully convinced the regional authority to increase and upgrade ECD training opportunities. In the current phase, the project is creating a training and advisory team that will be integrated into regional structures serving voluntary and statutory agencies in northern Scotland.

123 Community House, Belfast

123 House — 1987 – 1994

The 123 House, a community resource situated in a district which is badly affected by the sectarian conflicts in Northern Ireland, supports parental involvement in areas of need defined by local families. It provides flexible, low-cost, community support for parents' self-help efforts in organising day care and out-of-school activities. Activities include a playgroup; a mother and toddler group with crèche; an after-school project for 5 to 12 year olds; play schemes for children during school holidays; a club for teenagers; and classes and discussion groups for parents. Planning and management are shared between staff, parents and a management committee.The 123 House works closely with a variety of organisations from the voluntary and statutory sectors concerned with early childhood development and is working towards becoming a cross-community organisation.

Guth nam Parant (Voice of the Parents)

Guth nam Parant (Voice of the Parents) — 1987 – 1994

Most of the people in the Western Isles of Scotland live in isolated fishing or crofting communities. The high level of unemployment has forced many of the men to live and work on the Scottish mainland, away from home. Isolation is therefore a major issue. *Guth nam Parant*, a parent-run association of pre-school groups, acts as a pressure group

on behalf of about 50 such groups and provides locally based support and training for playleaders and committee members. Activities include a bulk buy service for play and educational materials; theme boxes for playgroups; assisting with fundraising; an annual seminar for children and parents; and the organisation - with parents and playleaders - of outings and local events. Many of the groups are Gaelic speaking and therefore require additional support and specific training of their own. *Guth nam Parant* is helping to demonstrate that the unique language and culture of the Western Isles can be used to overcome many of the problems traditionally identified with 'disadvantage'.

Save the Children Fund, UK

Cynon Valley — 1991 - 1994

The dramatic collapse of the coal mining industry over the last 15 years has left some of the 'valleys' of Wales depressed and without employment prospects. In the Cynon Valley, one of the most deprived valleys, a project is working with disadvantaged children and their families in two isolated housing estates. Working on the priciple of 'enabling' rather than service provision, the project is assisting parents to set up and run drop-in centres for children and families, playgroups, summer play schemes and adult education classes. The project has created local platforms for inter-agency work with local and regional voluntary and statutory bodies, and provides training and support for members of local community centres, tenants' and residents' associations.

Scottish Network - Family Policy Resources

National partnership — 1992 - 1997

The project was set up in 1992 following experience gained in the Foundation-supported Partnership in Education project and other early childhood projects in Scotland. The aims are to create a self-sustainable national network in Scotland of early childhood organisations that are interested in developing closer partnerships between parents and professionals; and to devise a coordinated approach to services for young children and families, particularly the more disadvantaged. With the support of a wide variety of NGOs and official agencies, the unit will organise workshops, seminars and conferences; produce documentation; create a database of individuals and organisations involved in early childhood in Scotland; develop models of pre-service and in-service training; undertake contract work in the research, development and training fields; and offer a framework for mutual support, lobbying and advocacy.

United States of America

Committee for Boston Public Housing Inc.

Boston Housing project 1984 – 1995

Between 1984 and 1989 the Family Community Resource Center worked with tenants of 17 public housing developments in Boston. Basic family support services have been established which emphasise a self-help approach linking individual and family development with community empowerment. Activities include the creation of community centres, early childhood education facilities, programmes for older children and teenagers, counselling and referral services, and advocacy. In the current phase the project is emphasising the consolidation of past achievements and dissemination of its philosophy and methodologies. It is also undertaking advocacy on issues such as community organising, public safety and child care. The project is also sponsored by the Boston Foundation, and the City of Boston.

Denver Indian Centre, Inc.

Circle of learning 1985 – 1993

Many young Native American children living in Denver do not speak English as their first language, and knowledge of Native American languages and cultures within the educational system is almost non-existent. The Denver Indian Centre incorporates a pre-school that has devised and implemented a culturally relevant curriculum in cooperation with parents. The project has been recognised by the US Department of Education as the most effective pre-school programme for Native American communities and has received government funding to begin to disseminate the curriculum among Native American communities nationally. Within Denver, basic courses on nutrition, health, home safety and other topics have been developed for more than 1,000 families where educational achievement is generally low and most incomes are below poverty level. The project is cooperating with other agencies involved with Native Americans throughout the city and state.

University of New Mexico, College of Education

Hispanic families — 1985 – 1993

People of Hispanic origin constitute more than 37 per cent of the population of the State of New Mexico. One estimate suggests that as many as 40 per cent of them live below the federally-determined poverty level. Working in one neighbourhood of Albuquerque, the project originally focused on enhancing the development of children aged 0 to 5 years; improving the ability of education, health and social services to work with poor Hispanic communities; and developing the skills and attitudes necessary for self-help among the families and communities themselves. It was found that close family and community involvement had enhanced children's development. Parents who participated in the programme tended to be more involved in their children's later education; they sought further education for themselves; and became involved in other community activities and campaigns. Current strategies include parent organisations, a pre- and post-natal care programme, a pre-school, an after-school project, family support services, a bilingual children's literature project, a programme for parenting young boys, and a training service to other institutions. The work is now being disseminated to other areas through direct intervention, media activities, and the training of teachers, infant workers and State employees throughout New Mexico.

Community Studies Inc.

Teenage parenting — 1985 – 1995

A group of educational innovators who are concerned at the inability of the New York education system to respond to the needs of teenage parents and their children set up Community Studies Inc. Since 1985, it has been experimenting with alternative solutions to the problems of school-based child care, family life education, school dropout, and professional biases. This has resulted in the Teenage Parent Resource Center which reaches out to public schools, family centres, and home instructors and other service providers. A combination of school-based advisory services and centre-based workshops reach over 500 teachers, social workers, family workers and teenage parents each year. The Center convenes a Teenage Parent Council with city-wide representation, which actively engages in teenage parent training, advocacy and legislative action. Additional current activities include the development of a curriculum for new schools to be established for teenage mothers; a support network of 'big sisters' to help meet the girls' emotional needs; and ethnographic studies on the situation of very young teenage parents and their children.

Federation of Child Care Centers of Alabama (FOCAL)

Peer education project 1986 – 1993

FOCAL is working with more than 100 non-profit and private day care services for young African American children throughout Alabama. More than 50 per cent of African American female-headed households in the State fall below the poverty line; educational and other prospects for African American children throughout Alabama are low in comparison with those of the children of other ethnic groups outside the Deep South; most African American children in Alabama do not complete high school; and illiteracy remains high. Through training, networking and advocacy, FOCAL counters the institutionalised oppression maintained by the social system. The Peer Education Project is about positive alternatives which enable day care providers to support effective learning and positive socialisation by children. It emphasises that day care should be seen as part of a broader community and family support approach. A key ingredient is enabling participants to overcome 'negative racial scripting' so that education is seen as a dynamic two-way process between persons of equal worth and equal value.

Vanderbilt University, Center for Health Services

Appalachia 1987 – 1994

States comprising the Appalachian region have the highest levels of infant mortality in the country. In 1982 the Center for Health Services initiated the Maternal and Infant Health Outreach Workers (MIHOW) programme which builds on previous experience of community-based health interventions. The programme is now operating in eight areas in the states of West Virginia, Virginia, Kentucky and Tennessee, and is expanding into the Mississippi Delta. The programme works through local women who are trained as 'natural helpers' and who undertake home visits to pregnant women and mothers of infants. Strategies include groups for mothers and toddlers; coordination between various services attending to families and children; and a wide range of community initiatives. Over 4,000 mothers, children and family members have been involved and it has been found that women's self-care during pregnancy has improved while data from one area show that the infant mortality rate was cut by half. The experience is being documented to aid dissemination throughout the region of the empowerment model which has been developed.

Canton Public School District, Mississippi

Development of a community-based early education programme

1989 – 1993

Public education in Canton, as in much of the Deep South, has inadequate funding, poorly motivated staff, and little parental involvement. The project's focus is on parents of young children to support them in their role as their children's first educators and to stress the importance of home as a learning environment. Activities include coordinated action by education and health services to improve the poor health status of many children; a drop-in centre to include a playgroup, telephone help line, and newsletters for parents; and a home visiting scheme with specially trained parents as visitors.

The Community Foundation for Palm Beach and Martin Counties

Glades Community-based Development Project

1991 – 1995

The Glades area of Palm Beach County in Florida is the setting for a plantation economy which is heavily dependent on seasonal migrant workers, mainly from the Caribbean. Sixty per cent of the permanent residents are African-American or Haitian and belong to female-headed households. The infant mortality rate among non-whites is 167 per 1,000 live births. The recent rapid spread of AIDS, particularly among children, has only added to an already heavy load of disadvantage. In a combined effort which involves support from the Charles Stewart Mott and the John D. and Catherine T. MacArthur foundations, the project plans to enable coalitions of community groups in the Glades to design and implement sustainable programmes to address their needs. The fields of action includes economic development, health and nutrition, early childhood development, parent support, and youth opportunities. As well, important advocacy work is carried out to mobilise additional resources and to encourage policy makers to focus on efforts to improve development prospects for the Glades.

Venezuela

Fundación para la Atención a la Infancia y la Familia. (Fundaprin)
(The Foundation for Attention to Children and Families)

Proyecto Pacomin 1991 – 1994

Infant mortality in Punto Fijo, the largest town in the Peninsula of Paraguaná, has increased over the past 10 years, while increasing unemployment forces women to take on any work that they find to provide for their families. This means leaving their children on their own from an early age. The project, with the community, is working on a comprehensive programme to meet the developmental and health needs of the young children and families in Punto Fijo. Areas of work include: promoting pre-schools; offering parent education programmes to encourage the development of home-based ECD activities; health care education; and training local people in community development with the support of *promotores* from the different neighbourhoods in which the project is implemented. The project team is supported in its work by various agencies. Local universities provide research and training facilities and the Ministry of Education has assigned pre-school teachers to the various centres that are established by the project. The project team also participates in training activities – provided by CLACIDAP (see below) – to upgrade the quality of its intervention programme.

Centros Comunitarios de Aprendizaje (CECODAP)
(Community Centres for Learning)

Proyecto Animadores Comunitarios
(Community animators project)

1991 – 1994

With support from the Foundation, CECODAP is running a series of workshops for *animadores comunitarios* – community workers – on matters related to early childhood development. In total, CECODAP will train 120 animadores from 60 organisations from around the country. Although a basic training package is being used in the workshops, the *animadores* also suggest topics of interest to themselves. The training enables the *animadores* to take back to their communities new approaches in non-formal pre-school activities, and they will be able to monitor the activities in the communities concerned. CECODAP also produces low-cost, readable materials on child development which are aimed at parents, community organisations and *animadores*. Additional materials will be produced on health, nutrition, pre-school education, rights of the child, and the community and the child.

Zimbabwe

Ministry of Primary and Secondary Education

Rural pre-school project

1986 – 1993

Rudimentary pre-school groups in rural Zimbabwe developed from feeding posts established during the drought of 1981-84. These were run by local women volunteers who, though untrained, initiated play activities for the young children coming for food supplements. There are now well over 3,000 village-based pre-schools in the country which exist largely as a result of self-help efforts. This project is part of a broad pre-school programme initiated by the Government in 1982 and provides training for local pre-school workers in order to upgrade their skills and abilities.

Centre for Development Information and Education (CDIE)

Mozambican refugees

1988 – 1995

The war in Mozambique has uprooted more than a million people, many of them seeking refuge in neighbouring countries. Over 200,000 refugees are located in six camps in the eastern part of Zimbabwe. In an earlier phase, pre-school centres and a feeding scheme in four of the camps led to improvements in children's general health. In the current

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phase, activities are being extended to an additional refugee camp and home visiting is reaching out to those children who remain at home. The training of Mozambican teachers and supervisors is being intensified in preparation for their return home, and a library and resource centre is being set up. Parents groups are being organised for educational activities including child development, health and nutrition as well as the production of toys and materials.

Centre for Development Information and Education (CDIE)

Rural community project 1992 – 1994

The project is working in the villages in the rural area surrounding the Mozambican refugee camps (see above) where living conditions and children's services are no better than in the camps. Parents, teachers, community leaders and local business people have formed a coordinating committee that is liaising with local people to establish pre-school centres. Mothers from the communities are being trained as early childhood workers and the aim is to develop a low-cost early childhood approach that is suitable for the area. Working with community groups, the coordinating committee is exploring appropriate production and income-generating activities, the revenues of which will be used to cover the costs of early childhood workers and meals for the children.

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National Council of Negro Women

Kamativi early childhood development programme — 1992 – 1995

The project is based in the Kamativi tin mining area in the west of Zimbabwe. Women from the community are being trained to work with mothers and children with particular emphasis on the provision of nutrition education to parents, and nutrition rehabilitation for children aged 2 to 5 years. Educational, health and recreational activities are organised for the communities and it is hoped to open up pre-schools as centres for wider community activities. The project also intends to establish demonstration gardens, the produce of which will be used to supplement children's meals.

Federation of Kushanda Pre-schools

Kushanda community schools — 1993 – 1998

The Federation of Kushanda Pre-schools was created in 1991. It is an umbrella organisation for the parents' associations of the 138 pre-schools in the Chinyika resettlement area and Marondera commercial farm area that were established through the Foundation-supported Kushanda project over an eight-year period. The Federation is now taking over responsibility for the supervision and support of these schools. This includes upgrading the skills of teachers and parents, increasing community participation in the pre-schools, and raising funds locally and internationally to ensure their continuation.

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Publications and Videos ◄

Except where otherwise shown, the following publications are available free of charge in single copies to interested individuals and organisations. Please write to the Communications Section, Bernard van Leer Foundation, PO Box 82334, 2508 EH, The Hague, The Netherlands.

Publications in English

- **Newsletter**
  The Foundation Newsletter reports on the work of Foundation-supported projects throughout the world and provides information on issues related to early childhood care and education. Published four times a year (January, April, July and October) in English. Copies of most back issues are available on request. ISSN 0921-5840

- **The Bernard van Leer Foundation**
  An introductory leaflet about the aims and work of the Foundation. It was published in 1993 in English, and is also available in Spanish, Portuguese, French, German and Dutch.

- **Introducing Evaluation: a practical introduction to evaluation in early childhood projects,** Willem van der Eyken
  Introducing Evaluation is aimed at staff of field projects rather than at professional evaluators or researchers – however, they may also find it useful. It does not set out to offer concrete solutions or methodologies, instead it aims to stimulate ideas and discussion. Nor does it tell project staff 'how to do' evaluation, rather it offers some general principles which could be of help, and it raises issues which may stimulate projects to seek out local resources and explore their own approaches. It is illustrated throughout and includes an annotated bibliography. Published 1992 in English. ISBN 90-6195-023-6

- **Shaping Tomorrow,** Ruth Cohen
  For more than 20 years, Service Volunteered for All (Servol) has been listening to the people in communities in Trinidad and Tobago (and to a limited extent, throughout the Caribbean) and working with them to transform their society. In this book, the reader will hear the authentic voices of the people who constitute the experience that is Servol as the story unfolds of ordinary people doing extraordinary things. By working with and through local communities, Servol brings people together for common purposes such as the establishment of community-run pre-schools, or adolescent skills training courses which focus on encouraging young people to adopt positive attitudes to life so that eventually whole communities gain the confidence in their abilities to achieve. Published 1991 in English. ISBN 90-6195-021-X

- **The Power to Change,** Andrew Chetley
  The basic ingredients of this book are a small-scale early childhood project in one village which grew to encompass whole communities in the Costa Atlántica region of Colombia; a university with a commitment to the people of the region; and a willingness to listen to and learn from the people of the *barrios*. If there is a lesson to be learned from this experience, it is that development is something that has to be undertaken by people, not done to them. It is a lesson that is relevant to all of us everywhere. Published 1990 in English. ISBN 90-6195-019-8. (Also available in Spanish)

- **Paths to Empowerment,** Ruth Paz
  This book traces the development of community education projects which have been supported by the Bernard van Leer Foundation in Israel over a 10-year period. Giving both theoretical background and practical examples, it illustrates how the values and operational modes of community development have been synthesised and incorporated into the world of early childhood education. The importance of the community promoter, or para-professional, the woman from the community who learns and leads the others into learning, is highlighted. The book traces the gradual maturation of practices in a variety of projects in different settings, not as a rigid model to be followed but as a compendium of real life experiences and thinking. Published 1990 in English. ISBN 90-6195-018-X

- **A Small Awakening: the work of the Bernard van Leer Foundation 1965-1986,** Hugh Philp with Andrew Chetley
  This publication traces the development of the Foundation through its projects and other activities over a 20 year period. From an initial focus on compensatory education, the Foundation's work has evolved, in the light of experience, to its present emphasis on the development of children in the context of their own environments. Published 1988 in English.ISBN 90-6195-015-5

Occasional Papers

- **Early Childhood Care and Education: the Challenge,** Walter Barker
  (Occasional Paper No 1)
  The first in a series of Occasional Papers addressing issues of major importance to policy makers, practitioners and academics concerned with meeting the educational and developmental needs of disadvantaged children. Published 1987 in English.

- **Meeting the Needs of Young Children: Policy Alternatives,**
  Glen Nimnicht and Marta Arango with Lydia Hearn
  (Occasional Paper No 2)
  The paper reviews conventional, institution-based approaches to the

care and education of young children in disadvantaged societies and proposes the development of alternative, low-cost strategies which take account of family and community resources and involvement as the starting point for such programmes. Published 1987 in English.

- **Evaluation in Action: a case study of an under-fives centre in Scotland,** Joyce Watt (Occasional Paper No 3)
  The main body of this paper is the evaluation report of a Foundation-supported project in the United Kingdom. It is preceded by an examination of the issues involved in evaluation together with an explanation of the way in which this particular study was carried out. It has been published with the external evaluator in mind, but will be of interest to all those involved in the evaluation of community-oriented projects. Published 1988 in English. ISBN 90-6195-014-7

Studies and Evaluation papers

A series of Studies and Evaluation papers was launched by the Foundation in mid-1991. It comprises short background documents drawn from field experience and aims to present relevant findings and reflections on 'work in progress'. A list of Studies & Evaluation papers currently in print can be obtained from the Communications Section at the Foundation.

Seminar Reports

- **Children and community: progressing through partnership**
  Summary report and conclusions of the tenth International Seminar held in Kingston, Jamaica in November 1988. Published 1989 in English and Spanish. ISBN 90-6195-016-3

- **Children at the Margin: a challenge for parents, community and professionals**
  Summary report and conclusions of the third Eastern Hemisphere Seminar held in Newcastle, Australia in November 1987. Published 1988 in English. ISBN 90-6195-013-9

- **The Parent as Prime Educator: changing patterns of parenthood**
  Summary report and conclusions of the fourth Western Hemisphere Seminar held in Lima, Peru in May 1986. Published 1986 in English, Spanish, Portuguese and French.

- **Multicultural Societies: early childhood education and care**
  Summary report and conclusions of an International Seminar held in Granada, Spain in June 1984. Published 1984 in English, Spanish and Portuguese.

The following publications are based on projects and work supported by the Foundation. They are available through booksellers or as shown. They are not available from the Foundation.

- **Explorations in Early Childhood Education.** John Braithwaite 1985. Victoria. The Australian Council for Educational Research. Radford House. Frederick Street. Hawthorn. Victoria 3122. Australia. A$20 plus A$3 handling charge. ISBN 0-85563-478-2

- **The Gifted Disadvantaged: a ten year longitudinal study of compensatory education in Israel.** Moshe Smilansky & David Nevo 1979. London/New York/Paris. Gordon & Breach Inc., 50 West 23rd Street. New York. NY 10022. USA. US$ 46.25. ISBN 0-677-04400-0

The following four books are available, price £2.50 each, from Community Education Development Centre, Lyng Hall, Blackberry Lane, Coventry CV2 3JS, England. Please add £0.50 per £5.00 value of order for postage, plus £1.00 per order for overseas postage.

- **Women and Children First: Home Link.** Elizabeth Filkin (ed)
  This book presents an account of the Home Link project which has been serving residents of Liverpool, England continuously since 1973. Elizabeth Filkin has edited the work of a large group of women contributors to provide an open and self-critical assessment of the programme. Ypsilanti. The High/Scope Press. 1984. ISBN 0-931114-26-8

- **A Mole Cricket called Servol.** Gerard Pantin
  In 1970 the newly independent nation of Trinidad and Tobago was rocked by a social explosion, and the effect on the traditional, easy-going way of life was catastrophic. This book describes how a Trinidadian Roman Catholic priest and a West Indian cricket player, went into the areas of poverty to try to help. Ypsilanti. The High/Scope Press. 1983. ISBN 0-931114-17-9

- **The Servol Village.** Gerard Pantin
  This book continues the story begun in A Mole Cricket called Servol and describes how Servol has grown from a street corner community development project to a national movement in its own right. Ypsilanti. The High/Scope Press. 1984. ISBN 0-931114-27-6

- **Seeking Change.** Ann Short
  This book describes an early childhood education project for the children of disadvantaged families in South Africa. Ypsilanti. The High/Scope Press. 1984.ISBN 0-931114-29-2

The two books below have been published with the support of the Bernard van Leer Foundation. They are available through booksellers or from Intermediate Technology Publications Ltd., 103-105 Southampton Row, London, WC1 4BH, UK

- **Making Health-care Equipment: Ideas for local design and production**
  Compiled by Adam Platt and Nicola Carter
  An illustrated step-by-step guide to making health-care equipment using local materials without sophisticated or capital-intensive techniques. Published 1990 in English. £5.95 ISBN 1-85339-067-4

- **Skills for life** Experiences of training in three developing countries. Dennis Frost
  Three case studies from Nigeria, Trinidad and Malawi of vocational training schemes that aim to provide young people with skills relevant to their needs and to the job opportunities available. Published 1991 in English. £9.95 ISBN 1-85339-081-X

The following four books report on the outcomes of the Project on Human Potential (1979-1984) supported by the Foundation and carried out by the Graduate School of Education of Harvard University, USA. They are available through booksellers.

- **Frames of Mind: the theory of multiple intelligences.**
  Howard Gardner
  New York, Basic Books, 1983. ISBN 0-465-02509-9. Available in paperback edition: Paladin Books, London, 1985. £5.95.
  ISBN 0-586-08506-8

- **Of Human Potential: an essay in the philosophy of education.** Israel Scheffler
  Boston/London/Melbourne, Routledge & Kegan Paul, 1985.
  ISBN 0-7102-0571-6

- **The Cultural Transition: human experience and social transformation in the Third World and Japan.**
  Merry I White & P Pollack (eds)
  Boston/London/Melbourne, Routledge & Kegan Paul, 1986.
  ISBN 0-7102-0572-4

- **Human Conditions: the cultural basis of educational developments.**
  Robert A Levine and Merry White
  Boston/London/Melbourne, Routledge & Kegan Paul, 1986.
  ISBN 0-7102-0568-6

Foundation Videos in English

The following videos form the series 'Alternatives in early childhood care and education'. Copies can be made available to Foundation-suported projects in either the PAL system or the NTSC system on VHS or Betamax. Anyone interested in receiving a copy of any of these videos should write to the Communications Section at the Foundation. Please ensure that you specify what video system you use. A small charge to cover costs of copying and postage will be made to organisations outside the Foundation network.

- **The power to change**
  A 15-year project in Colombia, inspired by the idea that children can provide the springboard for an entire process of community development, has stimulated policies that have been adopted nationally. The video shows the way local women have been trained to set up basic pre-schools, and how local community organisations have begun to take charge of many aspects of development in the villages of Colombia's vast Costa Atlántica region.
  The 28-minute video, made by Joan Shenton of Meditel for the Foundation, is in colour and is available with an English or Spanish commentary.

- **Is there life before primary school?**
  The importance of the early years for a child's development, the key role of parents as children's prime educators, and the valuable contribution which communities can make to early childhood care and education are all explored in this video. It includes scenes from several Foundation-supported projects in different countries and is a useful introduction to many of the issues faced in improving children's education and development.
  The 16-minute video, made by Leo Akkermans for the Foundation, is in colour and is available with an English or a Spanish commentary.

- **Not Only the Children**
  An important element in the development of Kenya's pre-school education system has been the high level of community involvement. Parents in rural areas are involved in building and maintaining schools, they tend school gardens to grow vegetables for the children, help raise funds for teachers' salaries, and participate in the development of educational materials. Kenya's National Centre for Early Childhood Education in Nairobi, through its network of District Centres, has encouraged community involvement to spread. The video shows scenes from a few of Kenya's diverse cultures where active communities have successfully created and run their own pre-schools.
  The 36 minute video, made by Leo Akkermans for the Foundation, is in colour and available with an English-language commentary.

- **That Calibre of Woman**
  In Ireland, two Foundation-supported projects operate home visiting programmes. The women who undertake regular monthly visits, and mothers (and a father) of young children who are visited, explain the worries of young mothers with their new babies and their uncertainties about 'the right thing to do'. From isolated families in the West of Ireland, to crowded housing estates in the capital, Dublin, we see the reassurance, friendship and support which is offered by the visitors. The visitors are remarkable women, all mothers from the same villages and estates as the parents they are visiting, all volunteers with no professional training. In the words of the Director of one of the projects 'Before we began, I didn't think that calibre of woman existed but I'm very glad to say I was wrong'.
  The 36 minute video, made by Leo Akkermans for the Foundation, is in colour and available with an English-language commentary.

- **Empowering Young Refugees**
  The video shows the way in which care for the pre-school refugee children living in Khao I Dang camp near the Cambodian border is integrated with training programmes for their parents. The mothers are taught weaving and sewing, the fathers make toys and equipment. A 'printery' produces posters and books on paper and on cloth, and training courses are run for child care workers.
  The 24-minute video was produced by the Department of Mass Communications, Chulalongkorn University, Bangkok. It is in colour with an English-language commentary.

- **A Way of Thinking**
  The video is based on the multicultural education project for Saami and Torne Valley Finnish children living in northern Sweden. It traces the history of these inhabitants, who have lived in and near the Arctic circle for hundreds of generations, and the difficulties they face with the disappearance of their traditional occupations and way of life.
  The children's education involves them closely with the communities in which they live and the video shows them on excursions to interview people who herd the reindeer, vegetable farmers, and the people who use the nearby river for fishing and transport. The project demonstrates that cultural diversity is not a social and educational disadvantage, but instead represents a rich heritage and an educational asset indeed, a whole way of thinking.
  The 28 minute video, made by Leo Akkermans for the Foundation, is in colour with an English-language commentary.

- **Adela**
  Adela lives in a village in the Andahuaylas region of the Andes in Peru. The nearest town is six hours away on foot. Because Adela can read and write Spanish, the community chose her to be trained as an

animadora for the pre-school set up by the Foundation-supported National Centre for pre-school training in Peru. The video shows Adela going about her daily life: in addition to her work at the pre-school she cleans, cooks and does the washing for her family and still finds time to visit families of the children. We see the involvement of the community in the work of the pre-school and in activities designed to improve the quality of life for the village as a whole.
The 24 minute video, made by Jean-Michel Rodrigo, is in colour and available with English, Spanish or French commentary.

Publicações em Português

- **La Fundaçaõ Bernard van Leer**
  Um folheto sobre a Fundaçaõ. Publicado em 1993.

- **Os Pais como Primeiros Educadores: mudando os padrões de paternidade**
  Sumário do relatório e conclusões do seminário do Hemisfério Ocidental, Lima, Perú, maio de 1986. Publicado em 1987.

- **Sociedade Multicultural: educaçaõ e cuidados com a primeira infância**
  Sumário do relatório e das conclusões do seminário internacional, Granada, Espanha, junho de 1984. Publicado em 1984.

Publicaciones en español

- **Boletín Informativo**
  Artículos seleccionados de Newsletters. Publicado anualmente a partir de 1987. ISSN 0921-593X

- **La Fundación Bernard van Leer**
  Un folleto sobre la Fundación. Publicado en 1993.

- **Programa Actual**
  Consta de breves descripciones de los proyectos de mayor envergadura apoyados por la Fundación. Aparte de las numerosas illustraciones, el librito incluye un informe sobre la labor realizada por la Fundación. Publicado anualmente. ISSN 0924-302X

- **Promotores Comunitarios: Sus Aportes y Dificultades,** por Jani Brouwer & Sergio Martinic (Occasional Paper No 4)
  Los miembros de la comunidad que estan siendo capacitados para poder responsabilizarse de la organización de servicios básicos y de la mobilización de otros miembros para que participen, juegan un papel cada vez más importante en muchos programas de desarrollo comunitario. Esta publicación estudia la forma en la que este valioso

recurso local ha sido reconocido y promovido por proyectos comunitarios de atención y educación infantil temprana en América Latina. La publicación, basada en parte en la experiencia de un taller organizado en Febrero de 1990 en Caracas, Venezuela, incluye también varios estudios realizados en América Latina con el fin de poder examinar el contexto social y teórico en el que trabajan estos promotores educacionales. Proporciona una útil introducción al debate sobre el rol de promotores, su contribución al desarrollo comunitario, así como los desafíos y polémicas que enfrentan todos los grupos e individuos que trabajan en el campo de la educación y del desarrollo comunitario. Se presta particular atención a las cuestiones de capacitación y remuneración de promotores así como a la de garantizar la continuidad de los programas que trabajan con promotores. Publicado en 1991 en español. ISBN 90-6195-022-8

- **El poder de cambiar por Andrew Chetley**
  Los ingredientes básicos de este libre son un proyecto de pequeña escala en el campo de la educación infantil en un pueblo, que se ha extendido hacia comunidades, todas ellas en la región de Costa Atlántica de Colombia; una universidad con un compromiso con la gente de la región; y la voluntad de querer a escuchar y aprender de la gente de los barrios. Explicado principalmente a través de las palabras de los participantes, el lector vislumbra la vida cotidiana in algunas de las aldeas y pueblos y comienza a entender los esfuerzos meticulosos que debe hacerse para realizar un objetivo de este tipo. La pobreza no ha sido vencida en la Costa Atlántica, pero las semillas de algunas soluciones estan empezando a brotar. Publicado en 1991.
  ISBN 90-6195-020-1 (también en inglés)

- **Niño y comunidad: avanzando mediante la asociación**
  Síntesis y Conclusiones del décimo seminario internacional celebrado en Kingston, Jamaica en noviembre 1988. Publicado en 1989.

- **Los Padres como Primeros Educadores: cambios en los patrones de paternidad**
  Síntesis y Conclusiones del cuarto seminario del Hemisferio Occidental celebrado en Lima, Perú en mayo 1986. Publicado en 1986.

- **Sociedades Multiculturales: educación y atención infantil temprana**
  Síntesis y conclusiones del seminario internacional celebrado en Granada, España en junio 1984. Publicado en 1984.

Vídeos en español

- **El poder de cambiar**
  Inspirado en la idea de que los niños pueden servir de trampolín para iniciar un completo proceso de desarrollo comunitario, un proyecto de

15 años de duración realizado en Colombia ha servido de estímulo para políticas que han sido adoptadas a nivel nacional. El vídeo muestra la forma en que las mujeres de la comunidad has sido capacitadas para establecer preescuelas básicas y cómo las orgnizaciones de las comunidades locales han empezado a tomar a su cargo los variados aspectos del desarrollo de los pueblos de la vasta región de la Costa Atlántica.
El vídeo, de 28 minutos de duración y realizado por Joan Shenton (de Meditel) para la Fundación, está en colores y se puede pedir con comentarios en inglés o español.

- **¿Existe la vida antes de la escuela primaria?**
Este es el título de un vídeo de 16 minutos, que es una útil introducción a muchos de los temas encarados para lograr un mejoramiento en la educación y desarrollo de los niños. Basado en parte en un vídeo preparado para ser presentado en la Conferencia Mundial de Educación para Todos, efectuada en Tailanda en marzo de 1990, incluye escenas de varios proyectos apoyados por la Fundación en diferentes países. Entre algunos de los tópicos tratados se encuentran la importancia de los primeros años para el desarrollo del niño, el rol clave de los padres como primeros educadores de sus hijos y la valiosa contribución que las comunidades pueden hacer a la educación y atención de la primera infancia.
El vídeo, realizado por Leo Akkermans para la Fundación, está en colores y disponible en versiones en inglés y español.

- **Adela**
Adela vive en una aldea de la región de Andahuaylas en los Andes, Perú. Las 150 familias de indígenas Quechuas que viven en la aldea se ganan la vida a duras penas criando ganado, cultivando maíz y papas en las laderas de la montaña a 3550 metros sobre el nivel del mar. La ciudad más cercana está a seis horas a pié. Adela ha vivido toda su vida an la aldea. Ya que puede leer y escribir español, la comunidad la escogió para que fuera capacitada como 'animadora' para el 'Pronoei', el jardín infantil organizado por el Centro Nacional de Capacitación Pre-escolar del Perú con apoyo de la Fundación. En la aldea, los habitantes hablan quechua pero en la escuela se espera que los niños hablen español. El programa del 'Pronoei' está diseñado para preparar a los niños para su entrada en la escuela primaria, darles las aptitudes que requieren, incluído el idioma, de forma que no se sientan perdidos y desorientados o rechazados en sus primeras horas en la escuela.
El vídeo muestra a Adela y el compromiso de la comunidad en el trabajo de 'Pronoei' y en actividades diseñadas para mejorar la calidad de vida de la aldea.
El vídeo realizado por Jean-Michel Rodrigo es en colores y es accesible con comentarios en inglés, francés o español. Duración, 24 minutos.

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